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ABSTRACT

This volume contains a curriculum designed for adult basic education students whose main goal is to get a job. Part 1 explores the problem of nongraduates who are often thought to lack even the most elementary skills necessary to gain or keep employment. It provides a rationale for reevaluating the traditional manner in which nongraduates are viewed and offers a new conceptual framework that gives recognition to their past experiences and activities. These "antecedent job activities" represent skills, behaviors, and values that are desirable in the workplace and are presented in detail in Part 2. Part 2 also contains examples of how a school day and a work day are similar, and includes lists of antecedent job activities, job-seeking skills, and job skills. In Part 3, Job Seeking Skills, these topics are discussed: personal appearance, references, resumes, job search, applications, interviews, and followup. Part 4, Job Skills and Behaviors, covers making the right first impression on the job, getting along with the supervisor, expected worker attributes, job behaviors, and selected job skills. Parts 2, 3, and 4 provide supplemental examples, exercises, activities, and checklists. Part 5 contains the bibliography and appendixes, including listings of educational contacts for material selection and industrial contacts, skill rankings, questionnaires, word list, and answer keys to exercises. (YLB)

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Technical College of Alamance

ADULT BASIC EDUCATION

JOBS CURRICULUM GUIDE

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INTRODUCTION

PART I. INTRODUCTION

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A.B.E. SPECIAL (INDUSTRIAL) PROJECT

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The Alamance County Private Industry Council

International Management Council - Burlington Chapter

FORWARD

Adult Basic Education is a wonderful program which has been around for many years. A.B.E. deserves more credit and positive attention than it has received. Unfortunately, over the years it has received all types of criticism. Notable among the problem areas to which critics refer are funding, organization, public image, and underutilization. A.B.E. survives, basically, because it is desperately and definitely needed. It is needed by a large and nonvocal segment of our population who are relatively powerless for many reasons -- not the least of which is their need for basic skills. Because of the reticents of this population of students, it is incumbent on professionals in this field to be more active as advocates for A.B.E. and for improvements in it.

Observations of an Advocate

I have "studied" A.B.E. for many years. As a professional, I have taken my advocacy role rather seriously. Briefly, I wish to share a few of my observations. First, many of A.B.E.'s problems are interrelated and interdependent. That is, better utilization and image would help get more funding -- more funds would boost image and utilization; better organization might help utilizaton, and better utilization would force better organization and standardization.

Secondly, some of the aspects of A.B.E. may be interpreted as both strengths and weaknesses. For example, the program has been criticized for its rather loose structure. The only clear criteria for completion in the program is the G.E.D. -- a diploma. The only criteria for precompletion success in some local A.B.E. programs is grade level equivalents derived from placement or mastery tests. These facets can be good and bad. It is good to have people shooting for a definite goal as important as a diploma. Certainly, in college, one must earn a diploma -- anything short of that is noncompletion. However, not every person entering A.B.E. wants a diploma. Some want only reading competency. Some want only to read the paper or balance a checkbook or read The Bible. Some students, then, don't want to shoot for a G.E.D. Yet, what bench-marks are there for these students? Are there criteria for these purposeful noncompleters? Can we give them any idea of how long it will take them to develop certain competencies?

Yet another observation I have made is that, while open entry and exit is a strength in A.B.E., it is also a weakness. It is good for busy, responsible adults to have the latitude to go and come as they need, but this causes the Instructors great problems in terms of continuity, evaluation, etc. Related to this issue is another one which represents a strength/weakness. The flexibility given sites and Instructors in each A.B.E. program is good and bad. It is good to

allow Instructors freedom to choose method and material. However, it is hard to supervise, evaluate, and move students when such flexibility is present.

A.B.E. College

Due to these and other observations, I formulated a new way to organize A.B.E. I envisioned setting up a curricular structure which was, in many ways, similar to a college curriculum, complete with catalogue. In this schema, students entering A.B.E. would choose a "major" area of completion interest (thus competency based criteria). One could choose such majors as G.E.D., Job Getting, or Newspaper Reading (actually Reading Competence). The catalogue would then describe the number, type, and names of courses needed to complete a major, and, assuming the student completed these courses in the prescribed quarters or semesters, the catalogue could indicate how long it would take him to reach such a goal.

Courses for the various majors may be the same at the entry level (i.e. -- reading), but would vary as one got closer to completion (i.e. -- G.E.D. Reading for G.E.D. Majors; Newspaper Reading for those Majors). Each course would be competency based with predetermined completion criteria.

I still like this concept, as do most professionals to whom I describe it. Someday I will finish the whole package. In the

meantime, I work at and sweat over getting grants to complete small sections of this overall curriculum for "A.B.E. College."

This Volume is actually only One Tract or Major in my total schema.

This volume represents, then, one small piece of a much larger concept. This section is designed for A.B.E. students whose main goal is to get (and keep) a job. Persons in this tract may or may not wish to complete their G.E.D. -- that is not a factor with which this material deals. Students for whom this material is written desire to be employed. They are in A.B.E. in order to get the basic skills they need in order to be employed. Yes, they need basic reading and math, but the mode of imparting or teaching reading and math in this curriculum, is through the medium of job seeking lore.

Although this curriculum deals with job retention and pleasing employers, our philosophy is that if one is good at getting jobs, one can always get another job. Frankly, we hope these students will continue their education after employment and will upgrade themselves and their jobs many times throughout their lives.

So, how can all this solve or help solve A.B.E.'s problems? Our hope is that more concise, time-limited, criteria-related, and competency based offerings will attract more students and will provide motivation for students to stay. This should boost income, image, and

certainly help organize the process. We also hope to improve image by having A.B.E. students see themselves and be seen as productive, viable citizens striving to improve and move! Further, we wish to enhance the program/students by raising the image of A.B.E. to the college level. A.B.E. students may wish to get a job whether or not they get a diploma and that is certainly their right. Their effort in furthering their education should be seen as very enhancing and positive.

Suellyn Dalton
Project Director
A.B.E. Industrial Project
Technical College of Alamance
October 30, 1984

HISTORY OF THE PROJECT

In order to write our curriculum for A.B.E. students (who want jobs), we needed input from other sources. We decided to poll and interview local and statewide educators and local industrial employers. We also wished to look at or analyze local employment trends and, with input from the Chamber of Commerce, we wanted to predict future changes. All of this was done so that our curricular product would be as cogent, meaningful, and productive as possible.

In conversation with local educators, industrial employers, and in analysis of past local employment trends, it became obvious that many individuals need training in job seeking skills and job skills and behaviors. To verify these informal observations, a survey questionnaire was designed and administered to a number of local manufacturing companies. (See Appendix II.) Structured interviews were also conducted with company personnel, and the need for better trained workers became apparent.

The next step was to review the literature in these areas and seek suggestions from adult basic educators across the state. This input was coupled with the survey data, and the writing of this curriculum began. The process continued with many revisions and improvements as new information became available. The end product was field tested locally, and suggested changes incorporated.

It is recognized that no curriculum is a final product and this curriculum is no exception. New research, changing ideas, different technologies, and national trends, all can result in the need for revisions and/or modifications. Further, local conditions vary. Consequently, adjustments may be in order so that one can use this curriculum in settings other than Alamance County.

CURRICULUM OVERVIEW

What is a curriculum? Webster's New Collegiate Dictionary defines "curriculum" as "a set of courses constituting an area of specialization" and "offered by an educational institution or one of its branches." A curriculum is like a map which one follows to get from point A to point B.

On our curricular map, point A refers to unemployment and lack of high school graduation, and point B refers to employment and improved basic skills. The courses offered in this curriculum are (1) Job Seeking Skills and (2) Job Skills and Behaviors. These two subjects are critical to individuals who are nongraduates and are often thought to lack even the most elementary skills necessary to gain or keep employment.

Part I explores this problem and provides a rationale for re-evaluating the traditional manner in which nongraduates are viewed. It offers a new conceptual framework that gives recognition to their past experiences and activities. These activities represent skills, behaviors, and values that are desirable, even necessary, to function in the work place. They are called "antecedent job activities" and are presented in detail in Part II of the curriculum, along with examples of how a school day and a work day are similar and reflect antecedent job activities.

In Part III -- Job Seeking Skills, the following topics are discussed: Appearance, References, Resumes, Job Search, Applications, Interviews, and Follow-up. They are presented in the naturally occurring order a person would experience in getting ready and proceeding to look for a job.

After job seeking, Part IV -- Job Skills and Behaviors follows. Job appearance, getting along with the supervisor, expected worker attributes, behaviors, and skills are covered. Part V contains the Bibliography and Appendixes.

While much of the curriculum herein is based on a person's previous life experiences which apply to job seeking and job skills and behaviors, the sum total of his/her personality is a complex set of influences such as: number of parents; parent(s) socio-economic status (educational level, occupation and income level); number of siblings, if any, present; type of neighborhood in which they were raised; types of friends they have; all are significant factors. The selected life experiences that are included in this curriculum are just that, selected. Because of the previously mentioned influences, a person has had many additional experiences not included here that could be transferable to the job. Further research is needed to identify those additional life experiences which influence job productivity, success, or retention.

Curriculum Summary Highlights

The following curriculum:

- provides a conceptual framework to teach job seeking skills and on-the-job skills and behaviors.
- is based on an individual's past experiences and the extent these relate to the working world.
- can be taught in a traditional A.B.E. setting or an industrial setting.
- can be utilized while in either A.B.E. or G.E.D. classes.
- represents a core curriculum for non high school graduates to major in job seeking or to enhance their on-the-job skills.
- is practically oriented, building on past experiences rather than abstract or "textbook" exercises.
- is immediately reinforcing with individuals putting into practice what they learn.
- can be used to instruct individuals or groups. Students can work at their own pace.

- relates separate subject areas such as using a telephone or following directions, to job seeking and job retention.

- relates often diverse experiences to job seeking and job retention (i.e. -- relates playing sports to job skills and behavior).

- stresses the experiential side of learning basic skills such as reading, writing, math, and communication.

- can be used, with little modification, on very diverse groups and individuals with varied backgrounds.

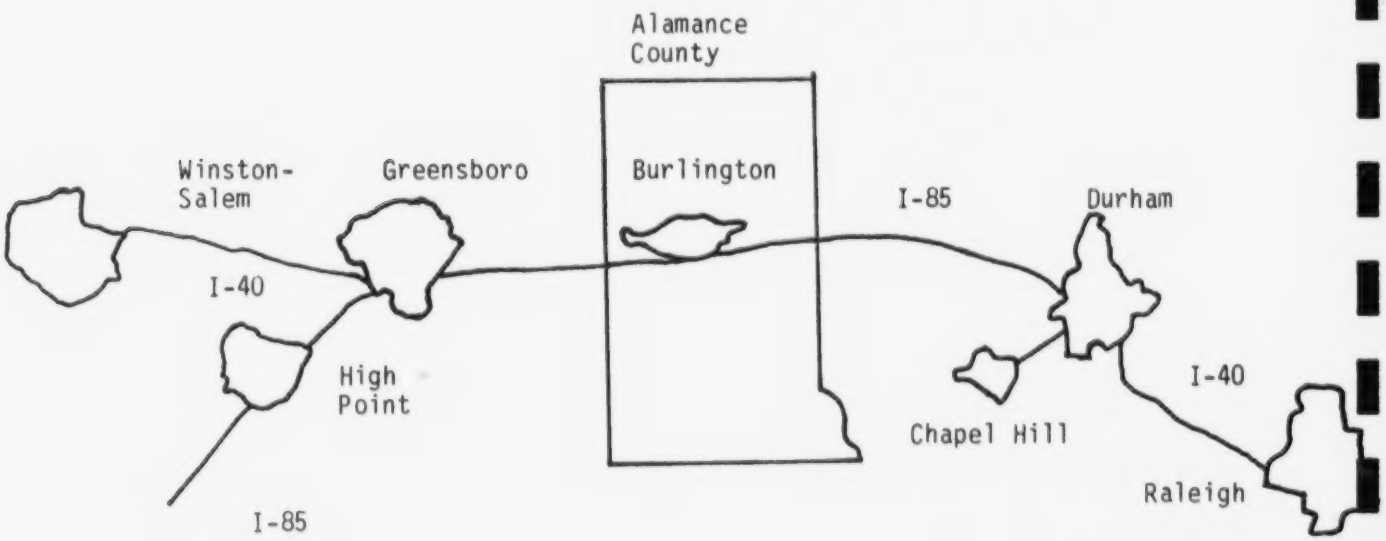
- employs latest findings from such fields as Business and Industry, Vocational Education, Adult Education, Management, Vocational Evaluation, Industrial Engineering, Occupational Education and Behavior Modification.

- can be offered through the Community College system and could be taught in a variety of settings.

- presents methods to deal with negative background experiences when job seeking, (i.e. -- a prison record, lack of high school graduation, history of drug use, or lack of a driver's license).

Complexion of Alamance County, North Carolina

Alamance County is situated equidistant between the Research Triangle (consisting of Raleigh, Durham, Chapel Hill) and the Triad (consisting of Greensboro, Winston-Salem, and High Point) in the heart of Piedmont North Carolina.



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North Carolina is listed in the Census Bureau's Statistical Abstract as first in the United States in the percentage of the work force in

manufacturing. In Alamance County well over one third (36.3% in July, 1984) of the work force were employed in manufacturing, predominately in textiles. There are over 100 textile and apparel companies in the county. The current (July, 1984) unemployment rate is 6.5 percent, one half of its peak of 13 percent, two years ago. The average hourly wage of production workers in North Carolina is $6.97 as of May, 1984, as reported by the State Employment Security Commission.

Local school officials indicate that of 1000 third graders, only 700 graduate from high school. Many of these nongraduates seek employment in textile manufacturing. They often lack the most basic job skills and behaviors. Census figures reveal that over 45 percent of all adults age 25 and over had not graduated from high school. Interestingly, there are 19 colleges, plus 5 branches of the community college system in the Raleigh to Winston-Salem corridor, all within a one-hour's drive of Alamance County.

Also unique to Alamance County is the percent of working women. Over three fourths (77 percent) of all women between the age of 18 and 65 work, according to the 1980 census. Many of them work in textiles and are second or third generation workers.

Textile employment in the South, in North Carolina, and in Alamance County is declining and has been since the oil embargo of the early seventies. Around 1976, Alamance County established an Office

of Economic Development (affiliated with the Alamance County Chamber of Commerce) to attract new industries. Since that time, in cooperation with the Technical College of Alamance, many thousands of new manufacturing jobs have been created, and the new industries' workers were trained through the Technical College of Alamance. A recent manufacturing survey (Spring '84) indicated that job behaviors and attitudes were the main reasons for employee turnover in Alamance County.

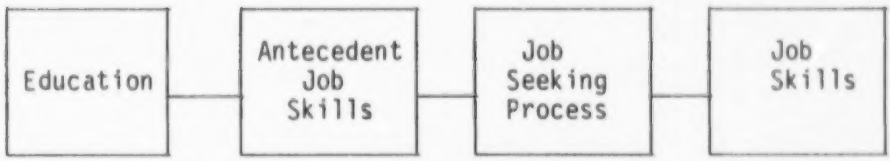
The outcome of these various demographic and economic trends indicates that a major segment of people would continue to enter textile manufacturing, as it is the largest single category of employment (even though its numbers are declining). With declining scores on reading, writing, and math by school students, and poor work attitudes and habits of entry level workers as indicated by local manufacturing employers, a definite need has been identified. To meet this need, this curriculum was developed covering Job Seeking Skills and Job Skills and Behaviors. These two areas are important to any adult at any point during their working years. Even more significant is the need of entry level workers who are non high school graduates, to learn these skills.

For use in places other than Alamance County, North Carolina, one should review this curriculum and make necessary local changes.

Sequential Adult Job Development Process

The following schema provides a conceptual framework to illustrate the stages of the experience based, adult job development process:

SEQUENTIAL ADULT JOB DEVELOPMENT PROCESS



This schema shows that each stage is distinct, yet connected. Individuals can enter the process at any point, A, B, C, or D. Typically, persons majoring in job seeking, Point C, would be unemployed and non high school graduates. These persons have had some education, Point A; and a variety of life experiences, Point B. By measuring the extent of their experiences through the ANTECEDENT JOB ACTIVITIES LIST (Page 83), it can be determined what particular job seeking skills they need to learn, as well as actual job skills. The stages tend to be cumulative in the sense that the more one knows from the previous stage(s), the better equipped one will be to deal with

the current and future stages. The stages in this conceptual process are not linear in only one direction. Individuals may move in either direction, depending on their circumstances and place in life at a particular time. For example, individuals "majoring" in Job Seeking may also be taking other A.B.E. courses to compliment their background and make themselves more saleable in the job market.

In summary, this curriculum builds on a person's past experiences. It is connected to and compliments the Adult Basic Education courses and is directly linked to the world of work through its job seeking and job retention components. This curriculum targets where a person is, what he needs to enhance, and where he needs to go.

RATIONALE

As individuals go through school and then enter the working world, they continue to learn both formally and informally. Formal learning occurs in school and in structured job training programs. Informal learning occurs through each person's unique life experiences, which are cumulative, and continuous. A number of these experiences have applicability in a variety of job situations, therefore, are called Antecedent Job Activities. Antecedent Job Activities are defined as any nonwork skills learned in life which may be applied when working on a competitive job.

Each person already has experienced numerous antecedent job activities and associated skills. They represent activities which are typical, and most persons will have done some of them while growing up. All are common or everyday occurrences, and the more often individuals do them, the more proficient they become. No individual has necessarily mastered all of these skills. Some tend to be gender oriented such as working on a car for men and home management for women.

Furthermore, these are obviously not all the activities an individual learns; but they all have direct applicability to skills that are desirable in the working world and may assist one in looking for work.

Older individuals have not only had more in number, but also more varied kinds of life experiences. This works in their favor, since they are therefore theoretically better equipped to seek and hold jobs due to the transferable nature of these particular antecedent job activities.

Most individuals learn reading, writing, and math in school and apply them in their life experiences. Other individuals, often due to negative experiences, do not graduate. Any subsequent learning takes place, basically, through their own individual life experiences. If there were a means of identifying an individual's accumulated experiential skills and activities, one could focus on enhancing the skills that directly relate to job seeking and the world of work. A search of the literature revealed no information, data, or curricula that approached instructing people in job seeking and subsequent job skills based on their past life experiences and antecedent job activities.

Our approach differs significantly from other curricula which are designed for non high school graduates who want to get a job but are lacking in traditional reading, writing, communicating and math skills. This curriculum recognizes the accumulation of experiences and learned skills of adult learners and values those past experiences. These skills will be helpful when looking for a job, and

in adjusting to the job found. The skills possessed are ones learned through general experience and are not necessarily based on school experiences. (The focus is on the adult learner's actual experiences, and here the skills learned through past experience can be applied when he looks for work, and later when he performs the job.)

The antecedent job activities are, in fact, common everyday types of things such as using a telephone, driving a car, or reading a newspaper. The skills necessary to do these things are also skills that are desirable on a job. The more competent in these skills, the more likely a person is to be a better worker.

Another aspect of antecedent job activities is their repetitive nature. They occur often, and the individual will have made many "attempts" to learn them. It can be documented that the more often someone does something, the more proficient he becomes; consequently, the more skilled in that particular activity area. Many types of jobs may be highly repetitive in nature. Therefore, our population of focus may have two distinct advantages. First, they have learned certain skills through experience that are transferable to the working world. Second, repetition as a method of learning applies in many work situations, independent of the particular item produced or of the exact sequence of steps necessary to complete it.

Repetition also applies to the job seeking process. The more places a person visits, the more applications they fill out, the more

resumes they leave, and the more follow-up they do, the more likely they are to get a job (in a shorter period of time). Later, when individuals want to change jobs, the repetitive experience of past job seeking can come into play while using the phone, reading the want ads, and getting around the community. Repetition is a valid learning technique used by all people.

Participating in distinctly different activities may involve use of the same skills. For example, driving a car, using a telephone, or reading a newspaper all involve reading. Reading the driver's manual to pass the license test and looking up someone's phone number both involve reading. Reading is a process by which one gains knowledge and information. The greater the variety of activities a person does that involve reading, the better the possibility that he will do well on a job where some reading is necessary. Conversely, if individuals only learn to read in school and do not apply it to basic antecedent job activities, the more limited they will be in their job skills. An individual who has learned math skills by working on a car and following sports should be able to learn math skills on his new job. One can say math skills have been generalized from one activity area (working on cars) to another (work).

By developing detailed antecedent job activities checklists, an inventory can be made of a person's work potential based on his past

life experiences rather than his education. Selected everyday activities equip most individuals with skills that are useful on the job. These checklists serve to illustrate to the individual that he has done many things that require certain skills and these same skills are applicable to a number of different jobs. The person that knows won/loss records, batting averages, or field goal percentages of certain teams and players can also learn to compute hourly production rates or inventory parts.

Once it has been recognized that each individual already has many skills based on his life experiences, (that are helpful in job seeking and on the job itself), he can begin to focus on the elements of the job seeking process.

The job seekers using this curriculum may lack the most basic reading and math skills necessary to obtain and keep a job. To determine what were the best (meaning most used) materials, A.B.E. Instructors within the North Carolina Community College system were surveyed. By far, the two most used curricula mentioned were:

1. Laubach Way to Reading/New Streamlined English Series, Skill Book Levels 1-5 (New Readers Press)

2. Steck-Vaughn Adult Reading: Reading 1100-2800

Both of these series are quite complete and offer beginning reading skill topics such as: basic sight words, frequently used

abbreviations and contractions, common signs (See Apendix III - Community Signs), phonics - consonants and vowels, compound words, etc.

Both companies also offer math curricula such as Laubach's Breakthrough to Math, and Steck-Vaughn's Working with Numbers, that cover basic math skills, number recognition, counts by 2's and 5's, the four basic math operations, and math and numbers in the community. There is a selected list of publishers in Appendix II, most of which offer similar curricula on reading and math skills. These curricula cover a wide variety of subjects with detailed lesson plan topics. For example, in the New Readers Press, the publisher of the Laubach series, under the Practical Communication Skill Series, there are lesson plans on "Using the Telephone", "Writing to Others", and "Filling our Forms." Steck-Vaughn offers "Finding A Job" that is "written for adults with minimal reading ability . . ." These materials are written in such a way as to allow individuals to learn at their own level. They can learn reading and math skills while also learning job seeking and job skills.

Another excellent resource is the "Brigance Diagnostic Inventory of Essential Skills." With this resource, a person's minimum competency can be assessed in reading, writing, math, and vocational skills areas. The use of this diagnostic instrument will allow a

fairly detailed determination of an individual's competency in seeking and keeping a job based on his level of mastery and will highlight his deficits and suggest the needed remediation.

Antecedent Job Activities

The following outline shows the relationships among antecedent job activities, job seeking skills, and job skills by the various activity areas. What one has learned by doing these activities translates directly into skills that are helpful in looking for a job and in holding a job. The main emphasis is on listing activities that are very common in the everyday living patterns of an "average" individual. The outline does not pretend to be exhaustive in listing all the kinds of activities in which one engages but is selective because the activities and their associated skills transfer to the working world. While none of these activities are new, demonstrating that they are the same skills desired on a job is new. By asking a person how many of these activities he has done, a ready assessment can be made of his vocational potential. This technique builds on a person's strengths rather than highlighting his weaknesses. People become more highly motivated (i.e.-- in job seeking) when they realize they already have many desirable work skills. Their self-image improves also.

The skills are not listed in any sequential order. Therefore, they are not listed developmentally, or easiest to hardest. (For student checklist and exercises, refer to ANTECEDENT JOB ACTIVITIES LIST, pages 83 through 104.)

EXAMPLES OF ACTIVITIES

Antecedent Job Activities	Job Seeking Skills	Job Skills
Looking and dressing well:		
Being aware of looks	Looking clean	Looking and dressing well
Being aware of dress	Looking neat	Being orderly
Driving a car:		
Reading road signs	Widening job area	Getting to work
Reading street names	Finding addresses	Correcting address labels
Completing license application	Driving to job sites	Shipping items to right place
Getting around town:		
Reading maps	Locating street names	Taking shortest route
Asking directions	Listening to directions	Hearing supervisor
Following directions	Observing signs and landmarks	Following job procedure
Knowing the community:		
Knowing certain locations	Getting to location	Finding different departments
Knowing where friends work	Knowing types of jobs available	Knowing specific job
Locating stores near home	Finding jobs near home	Locating various work stations

Reading a newspaper:		
Reading local news	Reading "want ads"	Reading company newsletter
Reading economic news	Reading of plant opening	Reading operating instructions
Reading educational page	Reading of job seeking course	Reading memo on training
Following sports:		
Following ball teams	Taking job math test	Computing production
Reading box scores	Asking about production	Figuring salary
Keeping score	Listing number of contacts	Talking sports at at lunch
Using a telephone:		
Finding name in directory	Locating address	Alphabetizing lettered items
Talking to person	Calling about jobs	Obeying work telephone rules
Using yellow pages	Listing possible employers	Calling in when sick
Working on a car:		
Developing dexterity	Mentioning dexterity	Applying dexterity
Developing mechanical skills	Mentioning mechanical skills	Applying mechanical skills
Reading repair manual	Reading job description	Following written instructions
Organizing tools and parts	Organizing job search	Organizing parts assembly
Building a vocabulary:		
Reading for pleasure	Reading want ads	Reading assembly manual

Talking with friends	Talking with interviewer	Talking with supervisor
Listening to others	Listening to interviewer	Listening to co-workers
Practicing safety:		
Preventing home accidents	Asking about plant safety	Attending safety meetings
Storing items safely	Choosing safe job	Observing hazards at work
Practicing good health	Mentioning good health	Minimizing days out sick
Attending events:		
Getting to an event	Getting to interview	Getting to work
Being on time	Being on time	Being on time
Behaving appropriately	Behaving appropriately	Behaving appropriately
Managing a household:		
Planning chores	Planning job search	Planning workday
Following schedule	Following schedule	Following schedule
Checking results	Checking results	Checking results
Observing advertisements:		
Seeing TV ad	Reading store ad	Helping make item
Seeing work skills	Discussing work skills	Applying work skills
Comparing products	Comparing job offers work	Comparing finished parts needed

Making measurements:		
Measuring son's height	Listing height and weight	Weighing boxes
Computing sq. feet	Computing miles to work	Computing amount parts needed
Interacting w/others		
Respecting authority	Respecting interviewer	Respecting supervisor
Showing interest	Showing interest	Showing interest
Asking for assistance	Asking questions	Asking for assistance
Expressing sincerity	Expressing sincerity	Expressing sincerity
Being enthusisatic	Being enthusisatic	Being enthusisatic
Expressing self well	Expressing self well	Expressing self well
Demonstrating loyalty	Conveying loyalty	Demonstrating loyalty
Listening actively	Listening actively	Listening actively
Speaking clearly	Speaking clearly	Speaking clearly
Getting along with friends	Getting along with interviewer	Getting along with supervisor
Doing project together	Stressing teamwork	Working with others

Instructional Exercises

There are a variety of exercises used with each lesson plan topic throughout the curriculum. Taken together, these exercises provide the student with a clear picture of what is required at work, how a company operates within a capitalistic system, how to do a good job, how to act in a positive manner, and how to identify and minimize negative behaviors.

Several types of exercises are used throughout the curriculum. The focus in these exercises is on increasing literacy, improving communication and math skills through the activity or mode of job exploration, seeking, and retention. The following is an overview of the types of exercises one may find in this curriculum, some rationale, and some usage suggestions.

Group discussion is an excellent technique to use with adults to focus on their past experiences. Children have had fewer past experiences than adults. This is in keeping with the orientation of the curriculum. Each adult has had many past experiences that are applicable and transferable to the working world. Group discussion provides the format that gets the individuals involved through the sharing of their experiences. A good way to accomplish this is by asking students to give examples ("I once knew this man at work that

talked all the time and bothered everybody." Do you have similar experiences?)

Another suggested instructional technique is role playing. There are numerous opportunities where this could be used. The obvious one is worker/supervisor interaction. If a worker plays the role of the supervisor, he can get a better understanding and appreciation of what is involved in being a supervisor. After the exercise is over, the students watching are asked for their reactions.

Some sections of the curriculum are followed by True/False exercises. These exercises provide an objective measure of what the person has learned. Many people tend to do better on True/False questions rather than discussion questions. Much of the material is presented so that the Instructor can develop additional True/False questions.

In another section the student is asked to list items in a series, with the first three items being given. By giving the first several items, the student gets going on the right track rather than starting cold. It also reduces the student's anxiety about taking a test.

In another section, the student is asked to list his five best work attributes as well as five he could work on to improve. This provides a measure from the worker's point of view of what he does

well and what he wants to improve. (Also, by reason of what is left, one may ascertain the worker's weakest attributes, because they are not dealt with, or are omitted entirely.)

In yet another section, several short worker situations are described and the student is asked to pick the correct answer from among four possible answers. Each answer has been covered in prior discussions or previous questions; therefore, the information is reinforced by being presented again.

Some exercises call for matching one item with another. The student doing the matching knows the answer is there and only has to find it, thus allowing an objective measure of their knowledge. Matching permits the association of two items rather than just one.

It is suggested that the individuals be involved in class discussions with examples given as often as possible. Some people may learn things better when they hear them from their fellow students, peers, or workers, rather than the instructor. The two techniques to accomplish these open-ended exercises are group discussion and role playing. The other types of exercises are objective, measurable ones. They are True/False, listing, multiple choice, and matching. A person's progress can be qualified by these exercises.

Practical applications of the ideas and materials should be emphasized throughout. There are two main techniques to do this. First,

use guest speakers from industry. The president of a company, the personnel director, or a plant supervisor would be excellent. Either a formal speech or question/answer format could be used. Students could prepare a list of interview questions and ask them of the speaker.

The second technique is generally described as hands-on. Visits to different local industries can be arranged through the local Chamber of Commerce. Another hands-on technique involves using real materials such as phone books, newspapers, city maps, driver's handbook, magazines, actual job applications, and paycheck stubs. All of these have direct, practical application to job seeking and the working world. Experiential exercises are a powerful tool to teach skills.

Audio visual aids are also powerful tools for getting information and ideas across. Films, filmstrips, cassettes, videos, records, TV programs, photographs, and computer software are available covering a wide range of subject areas. The Bibliography at the end of this curriculum lists numerous publishers that distribute audio visual materials. Do not overlook popular TV programs, when on target, for discussion in class.

The following instructional techniques can be used to change a person's behavior. While not specifically mentioned in this curriculum, these techniques have been found to work:

TASK ANALYSIS refers to the breaking down of a behavior into small, distinct steps in the normal or most common order of performance. The instructor teaches these steps one by one in sequence.

POSITIVE REINFORCEMENT is anything that increases the likelihood that a behavior will be repeated. (i.e. -- a smile, "pat on the back").

DESCRIPTIVE MODELING is doing the behavior while describing the behavior modeled; this allows the instructor to explain and act the behavior.

ERROR-FREE LEARNING is learning a behavior without making mistakes. The person must not make omissions, errors, mistakes, or blunders. To ensure the person's success, the instructor might have to move the person's hand physically or even remove or cover anything that the person responds to incorrectly.

PROMPTING is helping the person perform the behavior being learned. A prompt can be any physical guidance, a gesture, a reminder, or a set of instructions. The instructor prompts only as much as necessary for the person to perform the behavior, then prompts less and less until the person performs the behavior unprompted.

CLOZE refers to a way of teaching the relationship of a part to a whole, or of an element to a sequence. It requires, for instance, when teaching writing, that the instructor remove a stroke from a

letter, a letter from a word, or a word from a sentence, and then ask the person to complete the whole by supplying the missing part. Cloze is especially useful in teaching reading, writing, spelling, and counting.

Finally, several additional techniques are listed below, along with brief definitions.

PERSONAL ASSESSMENT - The individual rates himself according to various statements. It shows the person's strong and weak points.

INDIVIDUAL INSTRUCTION - The instructor works with each person individually in order to facilitate learning. Many people learn better this way rather than in a class. This technique is particularly appropriate for nonreaders.

BRAINSTORMING - A technique to solicit ideas on something from a group. It is a first step in the problem solving process. All ideas are put on a board without anyone judging the idea's "goodness" or "badness." Then discussion takes place, and the group selects ideas they wish to use.

Finally, a word about nonreaders. The Instructor may need to read the various exercises out loud and mark answers for any nonreaders. Nonreaders should be encouraged to participate in class discussion as much as possible. This can be brought about by pointing out the value

of one's life experiences as antecedents to job skills and behaviors. The use of the JOB ATTRIBUTES SELF RATING SCALE (Page 208) will provide insight into their abilities, thus their perception of themselves. The True/False, multiple choice, and matching exercises all have the possible answers on the page. Nonreaders are not required to write out answers. They only need to identify the correct answers in each exercise and mark them. Nonreaders may, in fact, be able to read certain types of information such as on/off, 101 FM, product symbols (from watching TV ads), men/women, STOP signs, and various dials and guages. These kinds of environmental cues using color, shape, size, and placement are transferable to various job skills. Some of the previously mentioned techniques such as error free learning, prompting, and cloze can be used with nonreaders to teach job skills. Lastly, they should be encouraged to remain in Adult Basic Education classes through their community college system beyond getting a job.

In summary, a variety of exercises are used with each lesson plan topic throughout the curriculum. Taken together, these exercises provide the worker with a clear picture of how to get a job, how to conduct himself on the job, how the company operates within a capitalistic system, how to act in a positive manner, and how to identify and minimize negative behaviors.

Sources of Information

The information presented in this curriculum was developed from a wide range of fields. This was necessary because business and industry were involved from an employer point of view, Instructors were involved from an adult education point of view, worker skills were analyzed from an industrial management point of view, and job seekers were involved from a vocational evaluation point of view.

The specific areas of research covered, and the fields they represented are listed below:

- Adult Basic Education materials and publications were reviewed. There was correspondence with A.B.E. personnel statewide.
- Vocational Evaluation materials and publications were reviewed.
- Vocational Educational materials and publications from selected public school systems were reviewed.
- Independent Living Skills curricula were read.
- Private industry interviews and surveys were conducted.
- Private industry training and retraining programs were obtained.

Other fields reviewed were:

- Business financed research organization - The Conference Board, Inc.

- Managing and measuring work behaviors and performance publications.

- Applied Behavior Modification materials and publications.

- Federally financed "310" special projects' reports and publications from across the U. S.

A complete Bibliography is presented at the end of this curriculum documenting the sources of information.

CONCLUSION

Past experiences provide a better foundation for seeking a job or holding a job than most people realize. Cleaning a house or working on a car indicate far more than the chores themselves. They represent skills, abilities and values that are directly transferable to the working world.

The Job Seeking Section highlights the basic information one needs and the major steps involved in looking for a job. There are parts covering Appearance, References, Resumes, Applications, and Interviews. A number of exercises are included to enhance the person's learning of the materials, including role playing (Employer/ Interviewee), and small group discussions (What constitutes a good resume?). The job seeking process, as outlined, can be used by individuals or structured as a group process.

The Job Skills and Behavior section presents information one needs to be aware of when entering the work force. How to dress, learning the job, getting along with the supervisor, expectations and behaviors, and job skills round out the picture of a working adult in today's society. Local interviews with management personnel indicated the main reasons workers are fired involves behavior rather than production problems. This curriculum was developed to address these needs

as well as offering non high school graduates the opportunity to learn job seeking and work related skills in an A.B.E. context through a local community college.

ANTECEDENT JOB ACTIVITIES

PART II. ANTECEDENT JOB ACTIVITIES

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INTRODUCTION TO ANTECEDENT JOB ACTIVITIES

The following pages describe briefly the inception and subsequent refinement of the concept of antecedent job activities and presents the outlines reflecting its development. Growing up, many young people engage in a variety of activities. They learn from their actions, and their experiences accumulate. Many skills are acquired through experiences (i.e. -- washing supper dishes or raking leaves for parents) that demonstrate values that also happen to be desirable in the work place. These activities happen before the person enters the adult working world; hence, they are antecedent job activities.

To develop such a list of activities, it was necessary to ask "What kinds of things does a person under the age of 18 do that might relate to work, either directly or indirectly?" "Do they get up in the morning to go to school without a hassel?" "Do they do their homework right after school?" "Do they obey the laws after they get their driver's license?" The list of possible questions is almost endless. This section focuses on the types of activities which transfer to work in general.

Following next is a list of antecedent job activities and values that illustrate typical activities that many people have experienced. After the more general activity list, is a parallel list of activities

that most young people have done. These activities clearly show responsibility, initiative, planning, self-directedness, task orientation, persistency, and problem solving abilities. All of these are excellent work habits.

The next part, SCHOOL AND WORKDAY SIMILARITIES, is designed to make the student realize how school and work are similar and different. Even though he may no longer be in school, he will be able to identify with this activity as he has been in school in the past. The student has had the experiences involved in attending school; therefore, this exercise provides a natural point of departure for learning about antecedent job activities. After both "Events" lists, there is a true/false exercise and listing exercise. The broader purpose of these exercises is to get the student thinking about his own strengths based on his past experiences, and how they would help him become more employable. To assist you in locating materials directed to your students, the pages of both content and exercises for your students are blue.

Next, there is the actual ANTECEDENT JOB ACTIVITIES LIST. While this list is selective in that it represents activities and accompanying skills which are transferable to work; the list does not include all the possible activities that can be identified. One is encouraged to develop additions as experience may reveal.

By asking the student "Have you done_____?", the extent of their experiences can be easily ascertained. It can then be pointed out how valuable these experiences are because they are transferable to work. The purpose of the Antecedent Job Activities section is:

1. To increase the student's employability.

2. To present a process by which the student can identify needed job skills.

3. To assist the student in identifying his own strengths.

4. To show the student how these strengths relate to job seeking and on-the-job skills and behaviors.

5. To specifically show the student how his past experiences are transferable to job seeking and the job itself.

Antecedent Job Activities And Values Demonstrated
(attributes of a good worker)

Antecedent Job Activities	Value(s)Demonstrated
Gets to places on time	Punctuality, promptness
Knows how to get around	Follows directions
Knows who to call when the unexpected happens	Exercises judgment
Works on something until finished	Task oriented, goal directed
Helps when asked	Loyalty
Follows directions	Accepts authority
Maintains dress and appearance	Appropriateness
Works out at YMCA	Alertness and endurance
Completes assignments on time	Persistence and reliabilty
Sets up arrangements for event	Assumes responsibility
Makes plans with others	Negotiates
Makes self understood to others	Clear expression
Meets friends for lunch	Punctuality
Makes car repairs	Analyzes problems and finds solution
Drives at 55 mph	Obeys authority
Helps with household chores	Does what is expected
Shops/buys present for friend	Initiates tasks
Meets friend for sporting event	Socializes
Helps friend with problem	Listens well
Purchases/installs new radiator in car	Problem solving, action oriented

Knows where to look or who to ask for information	Self directed and respects authority
Has really cared for person, pet, or thing	Responsibility, discipline
Does task quickly and well	Efficiency
Draws map of house location	Conceptualizes
Starts and runs scout troop	Organization and initiative

Antecedent Job Activities Of Persons Under Age 18

The antecedent job activities listed below point out how many young people may have had significant experiences and have learned skills that will help them when they enter the working world.

This list may be used to ask the class if they have done any of these activities. For the students that have, it should be pointed out how this will help them in the working world.

- Picking apples in own yard
- Washing cars
- Picking up used aluminum cans or newspapers for Scouts
- Selling cookies, candy, etc. house-to-house for school band
- Delivering newspapers
- Selling drinks at ball games
- Delivering a message
- Doing yardwork - cutting grass, weeding, planting
- Making and selling potholders, crafts, etc.
- Holding or helping with yard or garage sale
- Selling tickets to school events
- Feeding and caring for neighbor's pet
- Tending a garden
- Baby-sitting

- House-sitting
- Selling Koolade at own stand
- Shining shoes
- Housecleaning
- Harvesting crops for others
- Cleaning own room
- Sorting tools in garage
- "Straightening up" house for guests
- Cooking brownies, etc.
- Writing grocery list

SCHOOL AND WORKDAY SIMILARITIES

If we examine a worker's daily schedule, it becomes apparent that there are many discrete incidents that parallel a student's daily school schedule. If these steps are listed and compared, it becomes obvious that many of the same skills occur in both places. This leads to the conclusion that many experiences one learns as a student are transferable to the world of work (i.e. -- getting up, getting ready, going somewhere to do something, and coming home). Yet another observation is that home life influences how one does at work or school, and what one does at work or school influences what happens at home.

A review of the literature failed to uncover any information or make any connection between a young person's past experiences and how these experiences reflect a variety of skills that would be applicable to the working world. For instance, Janus Book Publishers publishes "Survival Guides" on Reading a Newspaper, Using the Phone Book, Getting Around Cities and Towns, and Becoming a Driver as well as Getting Hired! and Don't Get Fired, but the two sets are not related. There is no indication that the first set represents specific antecedent job skills and activities that are transferable to a job one may have. Yet these two segments, work and school, have distinct parallels.

The following list of student and worker events is a classroom activity that shows similarities and differences between these two areas. This activity's purpose is to acquaint the student with typical events and behaviors that occur in the working world and how some of these events are similar to the student's own past school experiences. When these events appear similar, they should be pointed out, and emphasis placed on how they will be helpful to the student on the job. Below are questions that can be used to guide the discussion:

1. What are the parallels between school and work? What are the things a student does during a typical day that a worker also does?

   A. Getting up
   B. Getting ready
   C. Going to
   D. Knowing regular daily schedule
   E. Regularly scheduled breaks and lunch
   F. Starting on time
   G. Completing work on time
   H. Accepting authority (teacher or supervisor)
   I. Receiving praise or criticism

2. What are some values these parallels represent?

Example: Being on time = Punctuality

Following directions = Responsibility

3. How are school and work different?

Work:

A. Is for pay

B. Is more complex

C. Has more variety (jobs, kinds of people, ages)

D. Has more responsibility

E. Involves more specialization

F. Is longer term (40 years)

Other questions to raise after the upcoming exercise are:

4. Is this a realistic picture of what happens in the work place? What seems real about it, and what does not?

5. How could the worker have reacted differently to the various situations?

6. What are some additional events that may happen to the worker?

7. What are some similar experiences that have happened to you that would be helpful on the job?

Events in the Life of a Student/Employee

Read the following two sections EVENTS IN THE LIFE OF A STUDENT and EVENTS IN THE LIFE OF AN EMPLOYEE IN A MANUFACTURING COMPANY. Mark with a check the events that are similar at school and at work. These areas of similarity will be discussed in class, as well as the differences between school and work. Also, you can learn what happens at work, what makes a good worker, and what makes a poor one. When reading these lists, try to think of some of your own past experiences that seem similar to some of the work place situations.

Events in the Life of a Student

_____ Gets up in the morning

_____ Goes to the bathroom

_____ Washes face

_____ Brushes teeth

_____ Gets cleaned up

_____ Gets dressed

_____ Eats breakfast

_____ Assembles books and supplies

_____ Assembles lunch money (or carries box lunch)

_____ Picks up pocketbook or billfold

_____ Gathers other necessary items such as musical instrument; lab materials; shop, art or home economics project; sports equipment, gym outfit; costume for play; etc.

_____ Puts on appropriate clothes for the weather

_____ Gets in car (or catches bus or waits for ride)

_____ Takes shortest route

_____ Hears latest song (news, sports, weather)

_____ Sees new building being built

_____ Observes heavy traffic flow

_____ Sees billboard advertising rock group concert

_____ Decides to get gas after school (due to time)

_____ Gets depressed due to rainy day and it being Monday

_____ Arrives at school five minutes before final bell

_____ Rushes to locker, then to homeroom

_____ Gets to seat by bell, barely

_____ Nods to friend(s)

_____ Hears announcements

_____ Leaves for first class

_____ Walks with friend

_____ Sees (but pretends not to) cute looking sophomore

_____ Enters classroom

_____ Sits in same seat as usual

_____ Takes out book, notes and paper

_____ Sees upcoming test announcement on board

_____ Teacher also announces test, time, date, and pages covered

_____ Class begins

_____ Meets with friend and goes to next class

_____ Continues classes until lunch

_____ Seeks out friends at lunch

_____ Sits with them in certain area

_____ Socializes over lunch (mentions upcoming rock concert)

_____ "Checks out" people at other tables

_____ Keeps eye on time left of lunch period

_____ Gets ready to return to class

_____ Leaves lunchroom and goes to class

_____ Continues afternoon schedule

_____ Goes to restroom between fifth and sixth periods

_____ Watches clock during last period

_____ Starts packing up in last five minutes

_____ Leaves when bell rings

_____ Walks with friends to parking lot

_____ Talks about upcoming events

_____ Talkes about that likeable person in third period

_____ Talks about how long/short Mrs. Smith's skirt is

_____ Talks about how Coach Jackson wears his cap

_____ Discusses school work (only incidently)

_____ Gets in car and goes to buy gas

_____ Stops by friend's house to talk and snack

_____ Listens to Top 40 (or watches music videos) (Relaxes)

_____ Goes home and does homework

_____ Prepares and eats supper

_____ Watches Monday Night Football game

_____ Feels wide awake at bedtime

_____ Decides what to wear tomorrow

_____ Anticipates tomorrow's events

Events in the Life of an Employee in a Manufacturing Company

_____ Drives own car to work

_____ Arrives on time

_____ Parks in regular space

_____ Punches in

_____ Puts coat and lunch box in locker

_____ Goes to work schedule board

_____ Copies down work quota

_____ Talks to supervisor about quotas

_____ Walks to work station

_____ Chats with co-worker

_____ Gets "scoop" from previous shift worker

_____ Gathers supplies and parts

_____ Lays out material in correct sequence

_____ Reviews procedure in manual

_____ Adjusts and tests machine

_____ Cleans "findal spoop" on machine to insure maintenance and safety

_____ Pulls out tools needed for job as specified in manual

_____ Starts machine and begins work

_____ Co-worker at next work station at same point

_____ Observes guage indicating machine is overheating

_____ Checks for "doppler" effect with no result

_____ Asks co-worker for advice

_____ Makes suggested adjustment to "twanger plunk"

_____ Finally calls supervisor for help

_____ Worker "chewed out" for having poor judgment

_____ Supervisor points out what should have been done

_____ Worker learns from mistake

_____ Co-workers make fun of mistake

_____ Makes adjustments to machine

_____ Starts machine again

_____ Completes first full run

_____ Assembles individual parts in correct sequence

_____ Matches completed one with model

_____ Parts and labels match up

_____ Starts new cycle

_____ Works uninterrupted until break

_____ Bell rings (or whistle) for 15 minute break

_____ Gets snack from locker

_____ Sits with friend on loading dock

_____ Talks about ball game

_____ Talks about new upcoming project

_____ Returns to work station by way of bathroom

_____ Continues work

_____ Parts 1224-A and 289-AQ-21 are low and more are needed

_____ Can't find order blank, so borrows co-worker's

_____ Fills out order form

_____ Takes to supervisor

_____ Error on form because work station code is left blank

_____ Returns to work station

_____ Resumes work

_____ Runs out of work due to lack of 2 parts

_____ Co-worker wants to borrow tools

_____ Sees co-worker smoking grass at lunch

_____ Watches supervisor "chew" out co-worker

_____ Hears co-worker curse supervisor

_____ Blows are exchanged

_____ Sees co-worker stomp out of building

_____ Notices co-worker pocketing tools when leaving

_____ Observes supervisor talking to blonde 5 times in one day

_____ Sees co-worker use phone 4 times in one day

_____ Watches co-worker assemble unit wrong

_____ Co-worker, who talks constantly, gets on nerves

_____ Assembles 5 units in one hour correctly

_____ Aware that supervisor has left work floor

_____ Aware that supervisor has returned to work floor

_____ Stands around

_____ Talks to co-workers

_____ Goes to water fountain

_____ Returns to work station

_____ Stands around

_____ Oils machine

_____ Cleans off work area

_____ Looks at clock

_____ Ties shoe laces

_____ Wipes off hands

_____ Missing parts arrive

_____ One part is wrong size, 4 instead of 3

_____ Parts delivery person has already left

_____ Calls supervisor

_____ Instructed to help co-worker until correct part arrives

_____ Is given dirty task

_____ Lunch bell rings

_____ Goes to lunch via locker and bathroom

_____ Sits with supervisor's buddy

_____ Offers him an apple

_____ Talks of better paying job at another plant

_____ Wonders why buddy walks off

_____ Goes and sits beside attractive blonde co-worker

_____ Tries to impress co-worker

_____ Asks and gets phone number (which later turns out to be incorrect)

_____ Bell rings signifying lunch is over

_____ Returns to work station

_____ Puts out cigarette on floor

_____ Checks supplies, parts, and machine

_____ Starts machine

_____ Assembles product with parts

_____ Completes three cycles uninterrupted

_____ Notices co-workers talking

_____ Walks over and listens

_____ Complains of headaches and backaches

_____ Other worker points to sore hands

_____ Goes back to work station

_____ Works extra fast to catch up

_____ Supervisor comes by and checks product

_____ Supervisor catches incorrectly assembled product

_____ Poorly seated nut, stripped threads on screw

_____ Results in loss of time, money, and parts

_____ Correct procedure is listed in instruction book

_____ Supervisor continues looking over shoulder

_____ Worker assembles next one correctly, supervisor leaves

_____ Worker relaxes, co-worker shakes finger at worker and smiles

_____ Supervisor comes around and passes out notices

_____ Co-worker reads worker notice (since glasses were left at home)

_____ Production has been down but must be increased and mistakes minimized

_____ Must work harder

_____ Doesn't start new assembly with break 2 minutes away

_____ Bell rings, goes to bathroom then break area

_____ Eats snack and looks out only window

_____ Goes back to work station

_____ Makes count of units completed

_____ Marks count on daily tally sheet

_____ Checks machine counter for confirmation

_____ Sees two different figures

_____ Pulls yesterday's tally and cross-checks

_____ Finds subtraction errors

_____ Refigures totals

_____ Enters correct number

_____ Resumes work

_____ Hears rain on roof

_____ Remembers car windows are down

_____ Morning paper said to expect showers

_____ Will get wet going home

_____ Will roll windows up from now on

_____ Sees co-worker going to bathroom

_____ Wants to go also

_____ Waits 5 minutes then goes

_____ Sees new safety signs around bathroom

_____ Observes one has red circle with line through it

_____ Says "No_____" something

_____ Smokes cigarette and talks with co-worker

_____ Gets drink of water and goes back to work

_____ Looks at clock and approximates time left

_____ Writes note on machine maintenance sheet about trouble in morning

_____ Starts cleaning up work area

_____ Realizes tomorrow is payday

_____ Wonders how much paycheck will be

_____ Wonders why newer co-worker makes more

_____ Watches co-worker work uninterrupted and steadily

_____ Resumes normal production schedule

_____ Is reminded of safety meeting later

_____ Attends safety meeting

_____ Sees film on the importance of keeping work area clean

_____ Bell rings, end of shift

_____ Leaves with daily work sheets half finished

_____ Finds time card and punches out

_____ Washes up

_____ Goes to car and waits turn to leave

_____ Thinks of incomplete tally sheets

_____ Thinks of blonde co-worker

_____ Thinks of payday tomorrow

_____ Thinks of foul-ups by machine

_____ Thinks of promotion and pay raise

_____ Thinks of possible transfer to shipping area

_____ Thinks of paperwork required

_____ Thinks of supervisor

_____ Plans two stops before getting home

_____ Sees and talks to co-worker in grocery store

_____ Hears of new machines coming in next month

_____ Gets excited

_____ But likes old ones

_____ Will ask supervisor about them tomorrow

_____ Gets home

_____ Separates snack and lunch food and puts away in correct area

_____ Figures out what to make for lunch tomorrow

_____ Gathers dirty work clothes together

_____ Separates lights from darks, perma press from cotton

_____ Washes clothes

_____ Fixes and eats supper

_____ Wishes company had own cafeteria

_____ Watches news on TV

_____ Hears of new plant that will open

_____ Thinks of new job possibility

_____ Decides to follow-up

_____ Looks for old resume

_____ Notices spotty work history

_____ Thinks of health problems in the past

_____ Thinks of co-worker's discussion of health problems

_____ Fixes lunch for tomorrow

_____ Lays out clean work clothes

_____ Goes to bed

_____ Wakes up on time

_____ Gets child up

_____ Child is running 105 degree temperature

_____ Calls in to work

_____ Takes child to doctor

_____ Returns home

_____ Leaves work number with child

_____ Goes to work 3 hours late

_____ Has to park one-half mile away

_____ Punches in

_____ Worries about child

_____ Messes up assembling unit

_____ Requests permission to call home

_____ Child still sounds sick but TV is going in background

_____ Works erratically

_____ Calls home at lunch

_____ Feels better because child does too

_____ Called together by supervisor for meeting

_____ New changes announced

_____ Will be working second shift (3 p.m. - 11 p.m.)

_____ Thinks of effects on personal life

_____ Will have to shop for groceries at a different time or at a different store

_____ Will have to reschedule doctor's appointment

_____ Will have to arrange day-care for child after school

_____ Will have to teach child to fix own supper

_____ Will have to come to work at 2:00 in order to get training on new machine

_____ Will be under different supervisor

_____ Will be with different co-workers

_____ Will be in different work area

_____ Will get raise if training is completed successfully

_____ Will be able to trade cars

_____ Will have to adjust sleeping

_____ Gets depressed about changes

_____ After meeting, asks supervisor about new machines coming in

_____ Gets encouragement to enter new machine training program

_____ Asks what new machines will be like

_____ Is told they will be more automated

_____ Will produce more in same amount of time

_____ Will be more complicated

_____ Will take longer to learn

_____ Will require less maintenance

_____ Will be quieter

_____ Will require more attention in certain areas

_____ Workers will operate two machines at a time

_____ Will have to read digital display

_____ Will have to read computer printouts

_____ Will have to know certain steps in correct sequence

_____ Will have to learn to operate keyboard

_____ Will have to learn typing

_____ Has doubts about own ability

_____ Seeks out new training supervisor

_____ Asks about training program

_____ Interest is shown by new supervisor

_____ Mentions trained worker who is doing well

_____ Says that worker can learn to operate machine

_____ Stresses the need to learn both speed and accuracy

_____ Thanks supervisor for time and information

_____ Returns to work

_____ Decides plant isn't so bad after all

_____ Resumes work

_____ Waits for bell

_____ Glad it's Friday

_____ Bell rings

_____ Punches out

_____ Picks up paycheck

_____ Amount less than expected

_____ Meets co-worker

_____ Goes to Bob's Bar and Grill

_____ Meets other co-workers

_____ Drinks beer

_____ Plays Pac Man

_____ Shoots pool

_____ Talks of new machines and ball games

_____ Older, retired worker remembers:

_____ Assembly by hand

_____ 12 hour days

_____ 6 day weeks

_____ Windows, sunlight, heat and sweat

_____ Beginning work at 12 years old

_____ Walking to work

_____ Playing on company ball team on Sunday afternoons

_____ Seeing two workers die from flash fire

_____ Seeing other workers lose fingers and arms operating unsafe machinery

_____ Knowing each worker and their family personally

_____ Making a better living than their farming parents

_____ Earning $30.00 a week

_____ Having no minimum wage

_____ Having no medical coverage if hurt at work

_____ Getting a gold watch at retirement and nothing else

_____ Seeing more racial, ethnic, or religious prejudice

_____ Getting the same pay for overtime

_____ When being sick meant no pay

_____ When no explanations were given for firings

_____ When there were no written company rules

_____ Being laid off and broke

_____ Loss of hearing due to plant noise

_____ Finishes listening to older worker

_____ Thinks about how things have changed

_____ Says goodbyes to everyone

_____ Heads for home

_____ Realizes need for more training

School and Workday Exercise

In the previous classroom activity EVENTS IN THE LIFE OF A STUDENT/EMPLOYEE, you learned basic information about how school and work are similar and different. The following set of True/False questions address these similarities and differences and are meant to increase your understanding of the working world. These questions suggest that some of your experiences at school will be valuable to you on a job. Also, they are transferable to the world of work.

After completing the TRUE/FALSE EXERCISE, go on to the SCHOOL AND WORKDAY SIMILARITIES EXERCISE. In this exercise, you are asked to list as many similarities and differences between school and work as you can. Then list values and give examples as the questions state. These lists will assist you in identifying strengths you now have that will help you when you start a job.

In the following section, ANTECEDENT JOB ACTIVITIES, you will be able to explore, in more detail, some activities in which you have had experience in doing that are useful once you become productive.

True/False Exercise

The following is a True/False exercise. Circle the word "True" or "False" whichever applies to the statement.

TRUE FALSE 1. People used to work at least 48 hours per week.

TRUE FALSE 2. A worker always goes straight home after work.

TRUE FALSE 3. Machinery breakdowns occur at work.

TRUE FALSE 4. Getting along with your supervisor is important.

TRUE FALSE 5. Most people have friends at work/school.

TRUE FALSE 6. Being late every now and then doesn't hurt anything.

TRUE FALSE 7. Everybody gets equal time for lunch.

TRUE FALSE 8. Events at school/work usually follow a set schedule.

TRUE FALSE 9. Listening is not that important.

TRUE FALSE 10. It is good to do relaxing things after school/work.

TRUE FALSE 11. It does not matter what you wear to school/work.

TRUE FALSE 12. Nobody will notice if you come late.

TRUE FALSE 13. If a worker doesn't understand something, it is ok to ask the supervisor for help.

TRUE FALSE 14. Personal problems affect your performance at work.

TRUE FALSE 15. Being neat and clean is not important.

TRUE FALSE 16. Organization is a good worker attribute.

TRUE FALSE 17. A worker should be friendly and helpful.

TRUE FALSE 18. You should not leave school/work unexcused.

TRUE FALSE 19. Your teacher/supervisor has a boss.

TRUE FALSE 20. It is against the law not to go to school.

TRUE FALSE 21. It is against the law not to work.

TRUE FALSE 22. There are no excused absences from school/work.

TRUE FALSE 23. All teachers are women.

TRUE FALSE 24. All supervisors are men.

TRUE FALSE 25. School can prepare the student for the working world.

TRUE FALSE 26. A worker always has the same work station each day.

TRUE FALSE 27. One can always learn from his mistakes.

TRUE FALSE 28. A worker should always practice safety on the job.

TRUE FALSE 29. Being "on time" is expected by employers.

TRUE FALSE 30. Keeping one's work area clean is important.

TRUE FALSE 31. A good supervisor listens to a worker's suggestions.

TRUE FALSE 32. Speed and accuracy are good worker attributes.

TRUE FALSE 33. Workers are expected to follow company rules.

TRUE FALSE 34. A worker should never ask anyone for assistance.

TRUE FALSE 35. Following directions is very important.

School and Workday Similarities Exercise

1. List some similarities between school and work.
2. List some differences between school and work.
3. List some values that are important at school and work.
4. Give examples from your own experiences that reflect work values.
5. List some of the values of a good worker.

ANTECEDENT JOB ACTIVITIES LISTS

The following detailed activities list can be used in the following manner:

> Students can be asked to pick several areas in which they have had more experiences. Then ask the students to go through the list and ask themselves "Have I done this?" They should then mark these tasks with a check. The Instructor should then discuss in detail, with the student, how many jobs have similar tasks and point out how the student is really more qualified than was previously thought. The Directory of Occupational Titles and Occupational Outlook might be helpful to the Instructor in conducting this discussion. This procedure could be done for as many activities as the student has had past experiences.

The purpose of these lists is to get the student thinking of his past experiences and activities and to begin realizing how they will help him become more employable. Many of the activities he already knows how to do will be needed on the job he obtains.

Student Instructions For Use of Antecedent Job Activities Lists

The following Outline of Antecedent Job Activities and their related job seeking skills and job skills indicates how one's previous experiences are helpful in becoming employable. In this classroom activity, read through the outline and decide on three or more antecedent job activities that you feel you have had experience in doing. Then read across to see how these experiences are helpful in job seeking (the middle column), and in actual job skills.

The next step is to turn to the section immediately following entitled ANTECEDENT JOB ACTIVITIES LIST. Find the areas you choose, for example "Managing a Household", and go through it and check the activities you have done. Try thinking of how these activities may help you in becoming more employable. Arrange time with your Instructor to discuss these areas of interest and how they may apply to the working world.

The goal of this activity is for you to find out what skills you have, based on your past experiences, and how they will help you in looking for a job and keeping the job.

Outline of Antecedent Job Activities

Antecedent Job Activities	Job Seeking Skills	Job Skills
Looking and dressing well:		
Being aware of looks	Looking clean	Looking and dressing well
Being aware of dress	Looking neat	Being orderly
Driving a car:		
Reading road signs	Widening job area	Getting to work
Reading street names	Finding addresses	Correcting address labels
Completing license application	Driving to job sites	Shipping items to right place
Getting around town:		
Reading maps	Locating street names	Taking shortest route
Asking directions	Listening to directions	Hearing supervisor
Following directions	Observing signs and landmarks	Following job procedure
Knowing the community:		
Knowing certain locations	Getting to location	Finding different departments
Knowing where friends work	Knowing types of jobs available	Knowing specific job
Locating stores near home	Finding jobs near home	Locating various work stations

Reading a newspaper:		
Reading local news	Reading "want ads"	Reading company newsletter
Reading economic news	Reading of plant opening	Reading operating instructions
Reading educational page	Reading of job seeking course	Reading memo on training
Following sports:		
Following ball teams	Taking job math test	Computing production
Reading box scores	Asking about production	Figuring salary
Keeping score	Listing number of contacts	Talking sports at at lunch
Using a telephone:		
Finding name in directory	Locating address	Alphabetizing lettered items
Talking to person	Calling about jobs	Obeying work telephone rules
Using yellow pages	Listing possible employers	Calling in when sick
Working on a car:		
Developing dexterity	Mentioning dexterity	Applying dexterity
Developing mechanical skills	Mentioning mechanical skills	Applying mechanical skills
Reading repair manual	Reading job description	Following written instructions
Organizing tools and parts	Organizing job search	Organizing parts assembly
Building a vocabulary:		
Reading for pleasure	Reading want ads	Reading assembly manual

Talking with friends	Talking with interviewer	Talking with supervisor
Listening to others	Listening to interviewer	Listening to co-workers
Practicing safety:		
Preventing home accidents	Asking about plant safety	Attending safety meetings
Storing items safely	Choosing safe job	Observing hazards at work
Practicing good health	Mentioning good health	Minimizing days out sick
Attending events:		
Getting to an event	Getting to interview	Getting to work
Being on time	Being on time	Being on time
Behaving appropriately	Behaving appropriately	Behaving appropriately
Managing a household:		
Planning chores	Planning job search	Planning workday
Following schedule	Following schedule	Following schedule
Checking results	Checking results	Checking results
Observing advertisements:		
Seeing TV ad	Reading store ad	Helping make item
Seeing work skills	Discussing work skills	Applying work skills
Comparing products	Comparing job offers work	Comparing finished parts needed

Making measurements:		
Measuring son's height	Listing height and weight	Weighing boxes
Computing sq. feet	Computing miles to work	Computing amount parts needed
Interacting with others		
Respecting authority	Respecting interviewer	Respecting supervisor
Showing interest	Showing interest	Showing interest
Asking for assistance	Asking questions	Asking for assistance
Expressing sincerity	Expressing sincerity	Expressing sincerity
Being enthusisatic	Being enthusisatic	Being enthusisatic
Expressing self well	Expressing self well	Expressing self well
Demonstrating loyalty	Conveying loyalty	Demonstrating loyalty
Listening actively	Listening actively	Listening actively
Speaking clearly	Speaking clearly	Speaking clearly
Getting along with friends	Getting along with interviewer	Getting along with supervisor
Doing project together	Stressing teamwork	Working with others

Antecedent Job Activities List

Instructions: Mark with a check the activities you do or know how to do. Space is provided on the left of each activity for your check.

Looking and Dressing Well

____ Takes bath daily

____ Uses soap

____ Washes hands

____ Shaves daily

____ Brushes teeth

____ Uses deodorant

____ Uses aftershave

____ Puts on clean underwear

____ Puts on clean clothes

____ Puts on work clothes

____ Puts on non-see-through clothing

____ Puts on safe, not loose clothes

____ Leaves tight, bright, sexy clothes in drawer

____ Leaves coat and tie for Sunday

____ Applies appropriate amount of makeup

____ Puts on appropriate amount of jewelry

xerox 300

____ Looks clean

____ Looks neat

____ Looks appropriately well-dressed

____ Looks dressed for occasion

Driving a Car

____ Reads driver's manual

____ Passed written and driver's test

____ Reads road signs

____ Reads billboards

____ Reads maps

____ Uses judgment

____ Adjusts driving to fit changing conditions

____ Knows what to do in case of breakdown

____ Anticipates possible dangerous situations

____ Obeys traffic laws and rules of the road

____ Accepts authority of law enforcement personnel

____ Stops occasionally to help stranded motorist

____ Offers to share driving when traveling on trip with others

____ Remains alert and responsive

____ Drives neither too fast nor too slow, fits in with flow of traffic

____ Maintains car to insure safety

____ Keeps insurance current

All of the above have applicability to the world of work. A person that drives can probably take tests, assume responsibility for their actions, accept authority, cooperate, assist others, be steady and alert. All these desirable skills are qualities an employer looks for.

Using a Telephone

____ Knows numbers

____ Knows names

____ Knows addresses

____ Understands alphabetizing of names

____ Understands the difference between white and yellow pages

____ Can find out address of person or business

____ Can look up address on map and drive there

____ Can determine shortest route

Knows what to do when:

____ Phone breaks down

____ Emergency happens

____ Bill is received

____ Assistance is needed

____ Calling long distance

____ A new phone is wanted

____ Calling from a pay phone

____ Obscene call is received

The more a person knows about a telephone and its services, the higher their skill level. These are desirable qualities for a worker to have.

Playing a Game

____ Follows rules

____ Wants to do best

____ Wants to improve

____ Able to count

____ Able to spell

____ Able to follow steps in sequence

____ Makes choices

____ Learns from mistakes

____ Takes turn

____ Is a team player

____ Cooperates

____ Competes

____ Determines point values

____ Keeps score

____ Distinguishes colors, values, numbers

____ Figures odds

____ Decides best way to proceed

____ Is a good loser

____ Is a good winner

____ Accepts penalties

All of the above skills, values, attitudes and behaviors are transferable to the world of work.

Going Places in the Community

A. Shopping

____ Follows directions

____ Takes shortest route

____ Plans 2 or more stops on same visit

____ Takes enough money

____ Reads ads in paper

____ Calls place first, if necessary

____ Follows signs

____ Reads price tags

____ Compares one product with another

____ Asks clerk for assistance

____ Adds up prices of items

____ Computes discount

____ Checks items for correct size

____ Pays for item

____ Counts change

____ Has enough left over to go to another store

Again, the above skills directly or indirectly could be used at work.

B. Attending events

____ Sees poster

____ Sees ad in paper

____ Talks to friend about it

____ Talks to co-worker about it

____ Finds out price of ticket

____ Buys ticket after work

____ Drives to and attends event

____ Buys program

____ Finds way to seat

____ Reads program

____ Watches action

____ Buys snack at intermission

____ Finds restrooms

____ Listens quietly

____ Claps appropriately

____ Leaves activity and returns home

C. Eating out

____ Earns money to eat out

____ Reads ads in paper

____ Decides where to go

____ Drives across town

____ Parks car

____ Waits to be seated

____ Gets menu

____ Decides on "special"

____ Orders

____ Gets and eats meal

____ Checks bill

____ Figures and leaves 15% tip

____ Pays for meal

____ Drives home

Participating in a Sporting Activity

____ Feels good about one's self

____ Likes physical exercise

____ Keeps in shape

____ Respects and wants healthy body

____ Sees physical activity as balance to mental activity

____ Acknowledges joy of participating

____ Feels more alert, physically and mentally, at work

____ Feels doesn't get as tired at work after exercise

____ Meets and interacts with people

____ Sets and meets goals

____ Breaks goals

____ Goals are clear-cut

____ Likes self-improvement

____ Abides by rules

____ Wants to win

____ Understands importance of time as it relates to task

____ Willing to push self to limits

____ Improves concentration

____ Measures progress

____ Shares like experience with others

____ Learns to depend on others

____ Develops teamwork

____ Learns to follow the leader

____ Learns restraint of time

____ Follows game plan

____ Understands competition

____ Does what coach says

____ Learns of secondary benefits i.e. -- status, peer approval

____ Develops friendships beyond game itself

____ Learns to pace one's self

____ Learns to expect the unexpected

____ Accepts criticism constructively

____ Knows the rules

____ Understands benefit of practice

____ Sees improvement with experience

____ Makes team by specializing

____ Learns respect for others

____ Makes practices on time

____ Learns to act under pressure

____ Learns hard work gets approval

____ Believes in team and goals

The above statements represent skills, attitudes, abilities, and behaviors that are desirable qualities for an individual to also have in the working world.

Familiar with Advertising

____ Sees TV commercials

____ Sees signs in community

____ Sees ads in magazines

____ Sees ads in newspaper

____ Hears ads on radio

____ Sees product being used in the home

____ Hears family or friends talk of product

These sources of advertising information may indicate that the student has developed many associated skills that will be helpful on the job. The following is a list of possible skills learned:

____ Knows alphabet

____ Knows words

____ Is familiar with product through use

____ Understands sentences

____ Understands messages

____ Is influenced by advertising

____ Knows numbers

____ Can count

____ Knows prices of items

____ Can multiply and divide

____ Reads labels of products

____ Understands discounts and percentages

____ Anticipates seasonal sales

____ Can compare similar products

____ Uses store catalog

____ Sees authority figure use product

____ Sees adults working hard

____ Sees products to relieve job stress

____ Sees working adults being glad it's Friday

____ Sees co-workers sharing information

____ Sees computer used in work setting

____ Sees products to keep one healthy and working

The above list reflects not only skills learned through advertising but also attitudes about many things, including work. These types of activities have a direct bearing on the individual in the working world. When a person sees an IBM computer in the work place on a TV ad, they realize their time card, paycheck, and daily work schedule are all types of printouts from their company computer. Their own work station machine may be programmed directly or indirectly by a computer. Another example of how skills are transferable occurs where one sees weekly grocery ads, and consequently they learn names of foods. This suggests they can also learn terminology related specifically to their job. This list also points out that many work attitudes are suggested by the ads on TV and elsewhere.

Managing a Household

____ Keeps own room straight

____ Keeps dirty clothes picked up

____ Keeps trash cans emptied

____ Makes up bed daily

____ Changes sheets on bed

____ Sweeps or vacuums floor or rug

____ Keeps clothes hung up

____ Keeps clothes in drawers straight

____ Knows when one has to wash clothes

____ Keeps bedroom door shut (open)

____ Lays out work clothes the night before

____ Can operate washer

____ Can set washer to correct temperature

____ Sorts clothes according to washing instructions

____ Washes clothes as needed

____ Washes clothes weekly

____ Washes clothes more (or less) often

____ Can operate pay washer

____ Knows location of nearest laundromat

____ Can use dryer correctly

____ Can use coin operated dryer correctly

____ Removes lint before using

____ Drys rubber and/or plastic items correctly

____ Prevents "static cling"

____ Folds clothes with minimum of wrinkles

____ Sorts and matches socks

____ Puts blouses and shirts on hangers

____ Stores clean clothes in correct place

____ Uses iron correctly

____ Puts up iron and ironing board

____ Starts making up grocery list

____ Checks for missing or low stock items

____ Checks newspaper ads for specials

____ Clips coupons

____ Checks with family members

____ Takes into account individual variations

____ Checks budget and estimates cost

____ Marks off several "extras"

____ Shops for groceries after work

____ Uses coupons

____ Resists "impulse" buying

____ Stays within budget

____ Puts up groceries in proper places

____ Prepares for meal

____ Preheats oven to 375 degrees and bakes potatoes

____ Washes vegetables and makes salad

____ Fries meat

____ Serves meal

____ Clears off table

____ Stores leftovers

____ Loads and starts dishwasher

____ Cleans table, counter, sink and stove

____ Eats strawberry shortcake for dessert

____ Reads chapter on desserts in cookbook

____ Unloads dishwasher

____ Dusts furniture

____ Mops floors in kitchen and bathroom

____ Cleans sinks, toilet bowls and shower

____ Rearranges furniture

____ Washes windows

____ Sweeps porch and steps

____ Cuts grass

____ Trims shrubbery

____ Rakes leaves

____ Cleans gutters

____ Repairs furnace

____ Repairs wiring

____ Repairs stove

____ Repairs washer

____ Repairs doors and windows

____ Tunes and repairs car(s)

____ Maintains and repairs lawn mower

____ Takes out trash

Each individual who maintains a household performs a wide range of activities. Many of these activities and their associated skills are learned through experience rather than through formal instruction and have been reinforced many times through everyday living. They are skills primarily associated with things rather than people or ideas. Many of these same skills are used in a variety of jobs and consequently are directly transferable.

Working on Car

____ Has mechanical abilities

____ Uses hand tools

____ Knows measurements

____ Understands parts, variety, etc.

____ Understands parts, number coding

____ Finds defective part(s)

____ Understands auto systems

____ Relates parts to whole

____ Has good manual dexterity

____ Reads repair manual

____ Is familiar with table of contents, indexing/chapters

____ Understands alphabetizing

____ Can assemble things

____ Knows work area space requirements

____ Keeps tools within easy reach

____ Can call to find spare part(s)

____ Sees lowest price, place that's open, nearest to get to

____ Reads dials, lights, speedometer, odometer, radio/tape

____ Knows measurements, sizes, voltage, timing

____ Knows how to keep it clean, cares about looks, value, safety,

____ Understands necessity of car to get around, to work

____ Is aware of changing styles, technologies, imports compacts,
design, (style), and ease of working on it

Telling Time

____ Can distinguish between daytime and nighttime

____ A.M. and P.M.

____ Morning, afternoon and night

____ Hours and minutes

____ Tells time to nearest hour

____ Tells time to the half-hour

____ Tells time to the quarter-hour

____ Tells time to within 10 minutes

____ Tells time within 5 minutes

____ Tells time correctly

____ Sets alarm to get up in the morning

____ Gets up on time

____ Gets dressed on time

____ Eats breakfast on time

____ Gets to work (school or elsewhere) on time

____ Recognizes time for activity to end

____ Recognizes time for lunch

____ Recognizes time to stop and go home

____ Tells time of clock with hands

____ Tells time with LCD wrist watch

____ Tells time from many different clocks

____ Sets clock radio

____ Gets correct time from radio

____ Reads bank time/temperature sign

____ Reads TV schedule

Recognizes that many people:

____ Work 8 hour days

____ Work 5 days a week

____ Get paid by the hour

____ Get time off for vacation

Can estimate time needèd:

____ To drive to work

____ To assemble one unit at work

____ To make a bed

____ To fix supper

____ To wash the car

____ To attend an event

____ To watch a TV program or sporting event

____ To cut the grass

____ To clean the house

____ To get a good night's rest

____ Understands 7 day week

____ Understands 12 month year

____ Understands seasons of the year

____ Marks future events on calendar

The above list of activities lets one explore the extent of a person's knowledge and application of time as expressed in these everyday activities. How well a person organizes his time is a good indicator of how well he could be expected to do in a work environment.

The major point is that everyone experiences time and can understand how all activities are time-based, from how one lives to how one works. Time establishes order and rhythms to each person's daily activities.

Reading and Following Directions

(To operate, assemble, or make something)

____ Operates light switch

____ Operates vacuum cleaner

____ Operates AM/FM radio

____ Operates stove

____ Operates lawn mower

____ Operates TV

____ Operates combination cassette player/AM/FM radio

____ Operates sewing machine

____ Operates VCR (Video cassette recorder)

____ Operates 35 mm SLR (Single lens reflex) camera

____ Operates standard shift car

____ Follows directions and assembles doll house

____ Follows directions and assembles wood or plastic model

____ Follows directions and assembles bicycle

____ Follows pattern directions and makes dress

____ Follows recipe and makes "Baked Alaska"

____ Follows directions and installs air conditioner

____ Follows floor plan and builds deck

____ Follows directions and tunes car

____ Follows directions, practices exercises and learns typing

____ Follows directions and learns to operate word processor

____ Follows directions and learns to operate computer

Practicing Safety at Home

____ Aware of where falls occur

____ Aware of sharp instruments

____ Aware of how cuts occur

____ Aware of potential for burns

____ Aware of danger from poisons

____ Aware of danger from electrical shock

____ Aware of dangers in kitchen

____ Aware of dangers in bathroom

____ Aware of dangers in living room

____ Aware of dangers in shop area

____ Aware of dangers in bedroom

____ Aware of dangers in childrens' room

____ Aware of dangers on steps (inside and out)

____ Aware of dangers of nighttime falls

____ Aware of dangers in using power tools

____ Aware of dangers in using electrical appliances

____ Aware of dangers in using stove

____ Aware of dangers in using portable space heaters

____ Aware of dangers in using fireplace

____ Aware of dangers involved in smoking

____ Knows emergency phone number (911)

____ Knows Poison Control Center phone number (1-800-722-2222)

____ Knows basic first aid

____ Knows neighbor to call for help

____ Knows to keep calm

Most, if not all, of the above types of accidents do occur in various work settings. The nature of the manufacturing operation usually determines the type of accidents, for example, burns in a chemical manufacturing process or cuts around machinery operations. Safety measures one learns at home also apply in a work setting.

Measurements

____ Knows approximate distance from home to school

____ Makes recipe measurements

____ Measures windows for curtains

____ Measures floors and figures sq. ft. if carpet needed

____ Measures water and plant food for plants

____ Uses correct size wrench for lug nuts

____ Measures cloth to make dress

____ Measures oil for car

____ Measures glass and cuts pane for window

____ Cuts firewood to fit fireplace

____ Measures height of person

____ Cuts wrapping to cover present

____ Tears plastic wrap to cover dish

____ Buys correct size sheet to fit bed

____ Knows distance from home plate to first base

____ Knows feet in mile

____ Measures kitchen counter for new top

____ Measures height and puts up basketball goal

____ Buys tablecloth that covers dining room table

____ Realizes that time is a measurement

____ Knows various times of cassettes

____ Knows times of songs

____ Knows various cooking times

____ Knows length of "Dallas" and other TV programs

____ Knows length of class period

____ Knows length of lunch period

____ Knows when its bedtime

Antecedent Job Activities Exercise

Pick three or more areas from the Antecedent Job Activities list in which you have had the most experience, and ask yourself "Have I done this?" Mark with a check the activities you have done. These areas should be ones you consider yourself most experienced in. You could list the following:

Antecedent Job Activity	Work Skill
Likes physical exercise	Stamina
Abides by rules	Follows directions
Sets and meets goals	Makes production

Your Instructor will go over your list and assist you in pointing out how your strengths and interests will help you become more employable. For example, in the above case, you could say in a job interview that you have the stamina to do the job, that you follow directions well, and that you can make production. These are three qualities most employers want in an employee.

The purpose of this exercise is for you to identify your own good work qualities, based on your past experiences.

CONCLUSION

The main purpose of this section is to assist the student in becoming more employable. To accomplish this, the student was first asked to identify how school (something he was familiar with) and work are both similar and different. This section shows the student that he is already doing and has learned some of the activities that are necessary to function in the working world. The differences also alert him to the kinds of things he could expect at work.

Another goal of this section is to assist the student in identifying strengths. Through the detailed ANTECEDENT JOB ACTIVITIES LIST, the student identifies his strengths and, with the Instructor's assistance, he learns how these strengths relate to job seeking and on-the-job skills and behaviors. It is then pointed out how these skills are transferable to job seeking and the job itself.

The student reaches this point with a clear idea of what strengths and skills he possesses that will assist him in his job search and later on the job itself. The remainder of the curriculum covers these two domains, Job Seeking Skills and Job Skills and Behaviors.

JOB SEEKING SKILLS

PART III. JOB SEEKING SKILLS

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INTRODUCTION TO JOB SEEKING SKILLS

Fact - Projections indicate that two thirds of the labor force increase through 1995 will be women and this will comprise 47% of total work force. [1]

Fact - Over half of the nations 40 million wage earning families contains at least two earners. [2]

Fact - In Alamance County over three fourths of all women between the ages of 18 and 64 work. [3]

Fact - People change jobs an average of 6 to 7 times during their working life.

Fifty years ago when a person selected a career or accepted a job he would usually stick with the same career or job for all of his life. Today, because of rapid technological changes in our society, adults move from job to job and frequently even change careers. This trend can be expected to continue in the future. Job seeking has

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[1] A. P. News story 9-12-84 from U. S. Department of Labor Study.

[2] Ibid.

[3] 1980 U. S. Census.

become an activity that most adults will experience many times during their lives. In a given year, 20 million people start a new job. Now, more than ever, adults will need job seeking skills.

How do people look for work? Many go by the Employment Security Commission on a regular basis. Many cannot read the "want ads" that are in the daily newspapers. Unskilled job seekers move from potential employer to potential employer in a random manner with no organized plan. Many unemployed workers have severe limitations placed upon them when seeking a job, such as family situations, the economy, their health, or lack of transportation.

How can you look for a job in a more organized, systematic manner? There are three basic steps you need to follow. First, determine your strengths. This can be accomplished by inventorying your past experiences so as to identify your antecedent job skills that are transferable to jobs you may wish to seek. See PART II - ANTECEDENT JOB ACTIVITIES, beginning on Page 47. Pay special attention to Section 8 - SCHOOL AND WORKDAY SIMILARITIES, beginning on Page 54 to further identify additional strengths. Next, complete the BRIEF WORK HABIT PREFERENCE CHECKLIST on Page 135 in PART III - Section 17. It might also be helpful to review PART III - Section 12 (PERSONAL APPEARANCE) on Page 112.

Secondly, assemble the information required in PART III - Section 13 and 14 (REFERENCES AND RESUMES) beginning on Page 115. Using this

personal data, you can begin the third step -- structuring the job search process in an organized and systematic way.

> Special Note: These steps come directly from the highly successful local job seeking program. Last year, 1983, ninety-eight percent (98%) of the participants got their own jobs. The program, called the Job Co-op, is sponsored by the Technical College of Alamance, a college in the North Carolina Community College System. It is in its fourth year of operation and during this time, unemployment rates have averaged above 10% in a local economy dominated by textile manufacturing. Job seeking has become, by necessity, a local priority and the Job Co-op provides a unique process for job seeking. Program participants have been black and white, young and old (ages 17 to 65), healthy and disabled, men and women, non high school graduates and college educated, drug and alcohol abusers, ex-prisoners, social service recipients, and vocational rehabilitation clients. This specially developed program process has functioned very effectively with a highly diversified target population. A very definite need, to seek and gain a job, is being met in this community.

To learn job seeking skills, the student should actually go through the steps necessary in each section. He should make up his own personal appearance checklist; identify and contact his own references; develop his resume to include education, work experience, and interest; get and complete as many applications as possible; be ready to go to all interviews, and try to evaluate the results of these interviews. It should be pointed out to the student that this process is not an academic exercise, but real work, though unpaid, that will lead to actual employment.

If you cannot read or write well enough to fill out forms, get a friend or relative to agree to do this for you. You may wish to pay someone (like a tutor) to provide this service.

In conclusion, job seeking is a set of skills that can be developed by most people. In particular, this curriculum is being designed for individuals that have not finished high school, but would be interested in majoring in A.B.E. Job Seeking through a local community college. However, the principles and processes outlined herein also apply to anyone seeking a job or wanting to change jobs. In summary, job seeking can be learned and is a skill that can be used throughout one's adult working life.

PERSONAL APPEARANCE

Personal appearance is one of the single most important assets you have, the other two being your training and your behavior. Of the three, appearance can be altered the quickest and easiest. You have control over how you look and how you dress. These are critical factors during a job interview because the impression you make usually occurs within the first five minutes of the interview.

The following discussion centers on how your appearance effects others' perception of you, some general appearance suggestions concerning job interviews, and finally some observations relating to dressing for work.

Most people wear clean, neat clothes and are sometimes judged by others based on their appearance. People who work outside dress differently than those who work inside.

People who are poorly groomed and sloppily dressed may not get a job for that reason, while a neatly dressed person may have a much better chance of getting a job. The way you look influences how others perceive you. Being neatly groomed and cleanly dressed will influence how a supervisor and/or co-worker feels about you. The better you know a person, the less important appearances are, but you must "dress to impress" persons you don't know well.

You are not expected to dress like a fashion model if you work for a manufacturing company. Likewise, you do not wear jeans to work in a bank (or more probably you are not allowed to wear them). Within a manufacturing environment the type of clothes you wear can be a safety issue. For instance, loose clothing could get caught in a machine, or polyester clothing around sparks will burn and melt instantly. Wearing tight fitting clothing may be fashionable at a dance but not in a work environment because workers are distracted from their work. Brightly colored clothes are usually discouraged for the same reason.

Dirty, messy work clothes convey, rightly or wrongly, the impression that your work is dirty, messy, incomplete, inaccurate, and poorly assembled. The reverse is also true. The clean, neat worker is assumed to produce clean, neat work. What you wear conveys a certain impression. Each individual can control what he wears; therefore, can exercise some control over his work environment.

There are some basic do's and don'ts concerning proper dress for job interviews. When going for an interview, you should:

- Take a bath
- Shave
- Wash, dry, and style his/her hair neatly
- Use deodorant
- Use a small amount of perfume or after-shave. (The interviewer

does not want to be overwhelmed by the smell.)

- Use small amount of makeup
- Clean and trim fingernails
- Get a good night's sleep
- Wear clean, well-fitting, pressed clothing
- Wear undergarments
- Dress in conservative clothes. Wear white or pastel colors next to face.

There are some things you should not do when going for an interview. You should:

- Not dress in loud colors
- Not wear a T-shirt and jeans
- Not wear see-through clothing
- Not have onions or other types of odors on his/her breath
- Not wear a hat
- Not wear dirty, ill-kempt, ragged clothes
- Not wear large jewelry or "bangles"

What you wear and how you look is vital to making a good impression when interviewing for a job.

REFERENCES

Often times employers want references, people who can comment on the character of a person by virtue of having known them over a period of time. Employers want an outside second opinion of how well the person applying for the job can be expected to do.

References should not be family members, but could be family friends, former employers, respected community members, or a minister. If the personal reference says negative things, one is advised not to use it. References should give all positive statements of character. For this very reason, a number of places no longer ask for references. They have learned that they will hear only the good side of a person, not his weaknesses. To counteract this, the interviewer may ask the person directly, "What are your weak points?"

In any event, an applicant should have a list of at least three references, along with their addresses, home and work phone numbers, and how long they have known the reference. These references should be contacted and asked if they will serve as personal references using them on applications. It is common courtesy to ask beforehand.

References can also provide letters of recommendation. These letters should accompany one's resume and application. They should be

addressed "TO WHOM IT MAY CONCERN", since the job seeker may be giving a copy of the letter to ten different employers. The main body of the letter should contain a sentence something like this, "Having known John for seven years, I find him to be a conscientious, dependable worker. He learns things quickly and wants to improve himself. He could be expected to do a good job wherever he gets a job." Open letters of recommendation help the employer see qualities in a person that may not be apparent at first.

Again, some places want only their applications completed, with no additional information, meaning no letters of recommendation or resumes. It is suggested that one have these items available when interviewing just in case the employer asks for them.

RESUMES

A resume is a short, usually one page, statement of a person's educational background and his qualifications to do certain jobs. A resume is a must for anyone seeking a job. Resumes offer a quick overview of a person and his experience. It lets the employer decide more quickly whether or not they want to talk to an applicant further.

Many books and articles have been written about resumes, dealing with information to include on them as well as what information not to include. Different types of jobs require differently styled resumes in order to be effective. However, most resumes contain certain basic information relating to one's education and employment history.

In preparing a resume, the following guidelines are suggested:

1. At the top, the applicant's full name (centered or to the left), his current address (with zip code), and phone number (two numbers if possible, so that one number will be answered by someone present even if the applicant is out) should be listed. The applicant's age or date of birth may be included here. Some people may not want their age known; therefore, they should leave this information off.

2. Next, the applicant should list his "Employment Objectives." Under this heading, the more specific he can be, the better. For

example, "nightwatchman" is better than saying "nightworker," "waitress" is better than "working with people," or "411 loom operator" is better than "mill work." Also, under this heading, it is better to list several types of jobs rather than just one. By doing so, the applicant widens his chances of getting a job.

3. The next major heading is "Education." Most people, by virtue of enrolling in this community college system course, are indicating a willingness to continue their education even though they have not finished high school, and this is a plus. It is recommended that enrollment in this course be included on the resume. Do not include lack of graduation from high school. The emphasis on the resume is that the applicant is seeking to improve himself (and may well get his GED at some point in the future). The purpose of a resume is to highlight an applicant's strong points, not to show his weak areas; therefore, if he has not finished high school, it should not be included. If the applicant has graduated from high school, it should be noted.

4. "Employment History" is the next major heading. There are several points to be considered in determining what information to include. Among these points are: How much or how little experience has the applicant had? A longer work history generally looks better than no experience. However, having held too many different jobs in a short period of time can be detrimental. One strategy is to list the places of employment and job titles, but omit the dates of employment.

If an applicant has little experience, he could list his part-time jobs, such as cutting grass or baby-sitting. Another way of offsetting this is to be very specific under the previously mentioned "Employment Objective" section, for example, saying "excellent mechanical skills; seeking automotive repair job." The emphasis shifts to the applicant's skills. If an applicant has performed work experience that required skills that he enjoyed using, whether he was paid for the work or not, he will probably do well on a job that utilizes these same skills.

If the duties of a past job were significant, they should be included, particularly if the duties of the job for which the applicant is applying are the same.

The applicant should not include the salaries paid on previous jobs on his resume. This leaves room for negotiation on salary during an actual interview. If salary figures are on the resume, the potential employer may think the figures are too high, and the resume could end up in the trash can. If the salary figure is low, the applicant could be hired but paid a lot less than he is worth.

5. Sometimes it is good to include a section on the resume entitled "Special Skills." Being able to use a power saw, operate a typewriter, word processor, or computer are examples of special skills that may be applicable to the job being applied for. Many jobs

require the operation of special equipment or machines, so this is the place to indicate these skills.

6. A section on "Hobbies" or "Interests" may be included if additional material is needed in order to complete a full page resume. This section could be important for applicants whose hobbies reflect skills that might be usable in the job market.

The categories previously discussed are in no suggested order. Many times, applicants put their work history first, then their education. Some people include dates, others leave them off. Remember, a resume's primary purpose is to get an interview for the applicant. It is a part of the paper presentation of the applicant used like a calling card and does not take the place of the completed application itself. Applications are discussed in the following section. On the next page is a sample resume. What are the good and bad points of this resume? This is a good discussion question. How could this resume be improved?

RESUME

James Lee Brown
118 Maple Avenue
Burlington, N. C. 27215
Telephone: 227-8749 or 229-4388

Date of Birth: 2-13-53
Height: 6' Weight: 155 lbs.
Soc. Sec. No.: 246-99-9348
Marital Status: Single

EMPLOYMENT OBJECTIVE

Clerk, Lab Technician Apprentice, Motor Winder, Counter Sales Clerk, Assembly Line or Production Worker, Electric Motor Repairman, or any related field.

EDUCATION

Technical College of Alamance, P. O. Box 623, Haw River, N. C.
GED - 1981.

EMPLOYMENT HISTORY

H. T. Smith Industries, Delany Street, Burlington, N. C.
Job Title: Motor Winder

Electric Equipment Sales & Service, 215 Dawkins St., Burlington, N. C.
Job Title: Motor Winder

HOBBIES

Hunting, fishing and softball

SPECIAL SKILLS

Experience with plumbing, electric and air driven hand tools, painting, air wrench, impact wrench, drills, saws, and towmotor.

REFERENCES

Ronald R. Foushee, 876 Lakeside Drive, Graham, North Carolina 27253
Telephone: 226-8796

William Smith, 208 Bidney Drive, Mebane, North Carolina 27245
Telephone: 563-8903

Buddy Davis, 890 Forresdale Drive, Burlington, North Carolina 27215
Telephone: 227-8934

APPLICATIONS

All places where people work and get paid have applications. Applications provide the business with a standardized format by which to evaluate potential employees. Interviews are another means of evaluating job applicants. Applications serve as a screening device; the employer does not have the time to interview each and every applicant.

How does an employer decide which applications to throw out and which to keep? If the employer receives twenty applications for one job, five are eliminated because they are incomplete. Five more are thrown out because they are messy. Six more are discarded, since they lack direct experience as spelled out in the job description. Of the remaining four applications, two more are out because they only want to work first shift. The employer calls applicant "A", but gets no answer. Then applicant "B" is called and does answer. They talk, and applicant "B" gets the job.

The above scenario happens thousands of times each day in the U.S. It points out some of the reasons job seekers do not even get an interview (for a job they could probably do). The following are some basic guidelines to follow when filling out an application:

1. Be neat -- get two applications (or make a copy) and fill out one as a rough draft. Then complete the final one with an erasable ink pen being as neat as possible.

2. Complete all the blank spaces you can. Exceptions occur when a person has a prison record, has been a drug abuser, or has had other problems. Leave these spaces blank and then explain during the interview how this behavior is in the past and will not occur again. Generally, however, one should fill out all blanks on an application.

3. Leave your options open to work any shift, to travel, or to work overtime. Remember, the purpose of completing an application is to get an interview. In the interview, ask questions like "If I start third shift, when can I get on first shift?" Do not lose the chance for an interview by closing off certain options.

4. When filling out applications, use a typed personal data sheet. On this sheet show the following information:

NAME _____ _____ _____
(Last) (First) (Middle Initial)
ADDRESS _____
SOCIAL SECURITY NUMBER _____
HOME PHONE NO._____
AGE _____ SEX_____
MARITAL STATUS _____
PERSON TO NOTIFY IN CASE OF EMERGENCY_____
PHONE NO._____
POSITION DESIRED_____
BRANCH OF MILITARY SERVICE_____
FROM____ TO_____
SPECIAL SCHOOLS OF TRAINING_____

EDUCATION

NAME AND ADDRESS OF SCHOOL_____
HIGH SCHOOL_____ NO. OF YEARS_____ DEGREE_____
COLLEGE_____ NO. OF YEARS_____ DEGREE_____
OTHER_____

EMPLOYMENT

COMPANY _____ ADDRESS_____
JOB TITLE/DUTIES PERFORMED_____
FROM____ TO_____
STARTING PAY_____ ENDING PAY_____

COMPANY
JOB TITLE/DUTIES PERFORMED_____
FROM____ TO_____
STARTING PAY_____ ENDING PAY_____

REFERENCES
NAME RELATIONSHIP OR TITLE PHONE NO.
NAME RELATIONSHIP OR TITLE PHONE NO.

DATE SIGNATURE_____

By having this information readily available, time can be saved when filling out applications. It will take some time to get this information together and into a typed form. Carry this sheet with you in wallet or purse at all times.

Completing an Application - An Exercise

On the following page is an actual employment application. Fill this application out and have someone go over it to check for errors, omissions, or improper wording. Be sure to use your personal data sheet (Page 124) as a guide.

Time yourself while completing the application. Remember that you should never take longer than fifteen minutes (15 mins.) to complete any application. This application, being short, should take even less time. By taking a long time to fill out an application, you call negative attention to yourself.

EMPLOYMENT APPLICATION DATE: _____

NAME: _____ SOC. SEC. NO.: _____

ADDRESS: _____ TELEPHONE: _____

POSITION: _____ DATE YOU CAN START: _____ SALARY DESIRED: _____

EDUCATION	NAME & LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECT STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				

LIST BELOW YOUR LAST TWO EMPLOYERS.

DATES OF EMPLOYMENT	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
From: To :				
From: To :				

REFERENCES: LIST THREE PEOPLE WHO ARE NOT RELATED TO YOU.

NAME	ADDRESS	TELEPHONE	YEARS KNOWN

DO YOU HAVE ANY PHYSICAL OR MENTAL LIMITATIONS? _____.
HAVE YOU EVER BE CONVICTED OF A FELONY? _____.
HOW MANY DAYS WERE YOU ABSENT FROM WORK ON YOUR LAST JOB? _____.

IN CASE OF EMERGENCY NOTIFY _____
(Name)

_____ _____
(Address) (Telephone)

SIGNATURE _____

Application Situation Exercise

You have your typed personal data sheet, and you go out to look for a job. You plan to visit possible places of employment, get applications, fill them out, and have interviews. However, it does not always work like that. The following is a list of typical situations that can occur during the job seeking process. Go over each situation and decide what your next step would be. (Note to Instructor - after the class has been divided into groups of two, have the teams discuss possible answers with partners until they agree on what the next best step should be.)

TYPICAL SITUATIONS WHEN ENTERING A POSSIBLE PLACE OF EMPLOYMENT

What would you do?

1. - You arrive on a day when no applications are being accepted.

   I would _____

   _____.

2. - You arrive too late after the personnel department has closed and cannot pick up an application.

   I would _____

   _____.

3. - You arrive and see a sign saying "Not Hiring".

I would _____

_____.

4. - You have to wait in line to pick up an application.

I would _____

_____.

5. - You are told no applications are being accepted.

I would _____

_____.

6. - You are told to come back next week.

I would _____

_____.

7. - You are told to complete the application then and there.

I would _____

_____.

8. - You are told to bring the completed application back tomorrow.

I would _____

_____.

9. - You leave a completed application and resume.

I would _____

_____.

10. - You ask about the opening of your friend who quit yesterday, and they say no opening exists.

I would _____

_____.

11. - You ask when they expect future openings. You are told that they do not know when there will be any openings.

I would _____

_____.

12. - You tell them you will contact them again soon.

I would _____

_____.

13. - You complete application and are asked to talk to the Personnel Director.

I would _____

_____.

14. - You are told that they will call you and not to call them.

I would _____

_____.

15. - You feel like everyone is watching you.

I would _____

_____.

16. - You are treated rudely, ignored, talked down to, made to wait for hours, cut short during interview. The person interviewing doesn't introduce himself and treats you as a number etc.

I would _____

_____.

INTERVIEWS

A job interview is the most critical part of the job seeking process. It usually determines whether or not the applicant is hired. Employers expect certain things of an applicant during an interview. The following are basic tips on what to do and not to do during an interview:

Things To Do During an Interview

- Be sure that your hair is combed and that you are clean.
- Be sure that your clothing is neat and appropriate.
- Arrive 15 minutes early.
- Greet the receptionist or secretary, introduce yourself, and explain that you have an appointment.
- Sit where told while waiting for the person who will interview you.
- Rise, smile, shake hands, and introduce yourself to the interviewer.
- Address the interviewer formally (i.e. -- Mr. Smith, Mrs. Long, Dr. Fowler).
- Wait until you are asked before being seated in the interviewer's office.
- Listen to the interviewer. Answer the question being asked with short, to-the-point answers.

- Maintain good eye contact, but don't stare.
- Show respect for the person interviewing you.
- Be ready to sell yourself. Be prepared to give at least 3 specific reasons why you are the person for this job. For example, "I am dependable, hard working, and can follow directions." Try to relate how your past experiences will help you to do this job.
- Be ready to explain why you left any previous job with a good positive reason (i.e. -- to get a better job, to work on something more interesting, to get more training, to join the Navy, etc).
- Be ready to explain any blank spaces on your application <u>if asked.</u> Explain that you left the space blank because you wanted to explain in person. You felt that if you had answered the question, you would not have had the interview. Then, explain your situation briefly and minimize the problem.
- At the end of the interview, thank the interviewer for his time.
- Be sure you ask the interviewer when you can call back to find out his decision.

<u>Things Not To Do During an Interview</u>

- Do not be late for the interview.
- Do not look sloppy, unshaven, or in need of a bath.
- Do not appear too friendly or too timid.
- Do not frown, be relaxed, SMILE.

- Do not interrupt.
- Try to avoid using too many "no's" to questions, since this can leave a negative impression.
- Do not say "uh huh". Answer the interviewer's questions with "Yes, Sir;" "No, Sir;" or "Yes, Ma'am;" "No, Ma'am."
- Do not argue or be negative.
- Do not chew gum, smoke or have odors on your breath.
- Do not criticize past employers or anyone else.
- Do not come across as an authority on everything.
- Do not answer all questions with "yes" or "no." Be prepared to answer questions like "Why do you want this job?", or "Tell me something about yourself."

These suggested Do's and Don'ts are practical tips that apply to the interview process. Although you might handle yourself satisfactorily in the interview, you still might not get the job. Remember, if five people are interviewed for one job, four will not get the job. Studies have shown that the more interviews a person has the more skilled he becomes in the interview process, and he is more likely to be hired. In order to get more interviews, you should fill out as many applications as possible.

Interview Exercise

(Small Group Discussions)

Divide the class in to groups of three. One person in each group will function as the personnel director of a company (the interviewer). Another person in the group will be an applicant (the interviewee). A mock interview between the two should be conducted. The third person will observe and comment on the good and bad points of the mock interview. Attention should be given to how the applicant answers the questions. What were the applicants choices? Did he select the right thing to say? Did he use good eye contact? Was his posture correct? In other words, did he follow through with all the correct procedures you have learned about being your best during the interview?

In order to facilitate the discussion and assist the persons participating in the discussion, you will find listed below some TYPICAL INTERVIEW QUESTIONS:

1. Tell me something about yourself. You can respond with one or more of the following:

    A. If you are married or single.

    B. Where you are presently living.

C. How many children you have and their ages.

D. Where you are from originally and how long you have been in this area.

E. What your hobbies are.

F. Where you went to high school and/or college and your major area of study.

G. Your past work experiences and how this might relate to the company.

H. Why you are looking for a job.

I. Your goals and ambitions or what you hope to achieve 3 to 5 years from now. (Limit to a couple of minutes.)

J. List a couple of things that you can do for the company based on your previous experience.

2. Have you ever done this type of work before? Never say "no" to this question. If you have never done the exact type of work, relate any similar educational, vocational, or personal experiences or general aptitudes. For example, if the opening is for a general maintenance person, you could mention: 1) high school or technical training such as a class in electrical wiring,

carpentry, industrial arts, 2) helping a plumber, carpenter, painter, or electrician while in high school or on weekends to earn extra money, 3) doing all the maintenance (electrical, plumbing, carpentry, painting) around your own house, 4) your general ability to fix things. Always assure the employer that you are very willing to learn new skills and work hard to get the job done.

3. Why do you want to work for our company? Possible responses to this question are: 1) You have heard that it is a good company to work for, that they pay competitive wages, and have good benefits. 2) You feel that you have the kind of skills that can benefit this type of company and you like this kind of work. 3) The company is near your home. 4) You are looking for a company that you can grow and advance with and you feel you can do that with this company. You may want to use one, two, or all of the above reasons when answering this question.

4. How will you get to and from work? Assure the employer that you have a way to work. If you do not have a car, try to make transportation arrangements for getting to and from work prior to the interview.

5. Are you married? Some employers have negative feelings about divorce and separation (i.e. -- separation = instability =

failure). Either you are married or you are single. Leave it at that.

6. Do you have any children? If you do have children, assure the employer that child care arrangements have been made.

7. How many days were you absent from your last job? If you cannot remember, estimate it by saying "about four days". If it is more than ten days over a one year period, you need to assure the employer that the circumstances surrounding the absences on your last job no longer exist.

8. How is your health? The preferred response to this question is "excellent." The employer is asking this question to see if you are capable of handling the job. You would not be applying if you were not healthy enough to handle it. This is not the time to go into your minor aches and pains. Leave it at "excellent."

   If you have an apparent physical handicap, you need to bring it up at this time. Have with you a doctor's statement verifying that you are able to work and that your handicap will not affect your job performance. Demonstrate to the employer how you have overcome your handicap (i.e. -- driving a car, living alone, being active in community organizations, etc.). Assure the employer that your handicap will not interfere with your job,

that you do not get sick any more than the average person, that people with handicapping conditions are usually more loyal, dependable, and less likely to change jobs.

9. Are you thinking of going back to school or to college? Assure the employer that if you do decide to go back to school, you will arrange your classes so that they do not interfere with your work schedule.

10. Why did you leave your last job? Have the answer to this question prepared before you go into the interview. Do not say anything negative such as "I was fired," "I quit" or "I could not get along with my supervisor." Reasons like "It was a temporary job," "I left for a better opportunity," "I returned to school," "I needed more money," "There was too much travel involved" or "I left for personal reasons" sound much better and are probably also true. There is usually more than one reason for leaving a job. Pick the most positive sounding one. Whatever reason you use, point out to the employer that this would not be a problem with this job. Explain that the problems, whether they were medical or personal, have been corrected. Do not criticize your last employer or the company. Answer this question in a positive manner.

11. What kind of salary do you expect? Do not mention a specific dollar amount at this time. If you do, you may mention a lower

wage than what the employer has in mind and, of course, you want as much as the company is willing to pay. You could mention too high a wage and harm your chances at the job. The way to respond to this question is to say that you would expect the normal rate usually paid for this job or whatever the employer thinks is fair based on your qualifications and experience. After a firm job offer, you can negotiate with the employer if you think the wage is too low. Other considerations are the advancement potential and time frame for salary increases.

12. When can you start working? "Immediately" or "I'll have to work a two week notice" or "My contract will be finished in 2 months," would be appropriate responses. If you stall or do not have an immediate response, your employer may have some doubts about hiring you.

13. I noticed you left some blanks on your application. Do you have a prison record, problems with alcohol, drugs, etc.? The appropriate response should be "I wanted a chance to explain myself and I thought that if I answered yes to these questions on the application, I wouldn't have had the opportunity for an interview." Then go ahead and explain the problem. Remember, do not volunteer any unnecessary information. If possible state the problem has been corrected or that you would like a chance to start anew.

14. What kinds of skills do you have? Refer the employer to your resume, if possible, so that he has a visual impression. Ask what type of equipment you would be expected to operate and be sure to mention that you learn quickly.

15. What days, shifts, hours would you be willing to work? "Any shift," "any days" would be the most appropriate answer unless you know there is a specific shift opening. Then you would respond with that shift. Sometimes you have to enter on 2nd or 3rd shift and move up to 1st shift when there is an opening.

16. Are you willing to relocate? Never say "no" in the first interview. Wait and listen to what the interviewer has to say. Relocation may be only 60 miles away and the pay increase may be worthwhile.

17. Would you mind taking a polygraph test? Never hesitate. Say, "No, I would be happy to." Polygraph tests are nothing to worry about. Most of the time this question is asked to watch for your response. Many times, companies only check your references and previous work history.

BRIEF WORK HABIT PREFERENCE CHECKLIST

Introduction

The purpose of this checklist is to help the student develop a realistic understanding of what he would like and dislike (his preferences) concerning various situations in a work setting. These preferences can be related to his past experiences and antecedent job activities.

THE ANTECEDENT JOB ACTIVITIES LIST (Page 83) is a checklist of what the student has experienced in the past that can be transfered to the working world. The work habit checklist provides a picture of the student's preferences for jobs in the future. The role of the Instructor then becomes one of discussing with the student how what he has done in the past, coupled with what he prefers to do, will in fact, fit into an actual job situation. Robinson, 1979, stresses that "There is research to suggest that people achieve at levels which are consistent with self-perception." This checklist reflects the student's self-perception -- what he prefers (or expects) in a job situation.

Some questions that should be raised with the student during the discussion are as follows:

1. How realistic are his job preferences?

2. How well do his antecedent job activities match with his preferences?

3. Do his preferences in fact match the types of jobs available in his job area?

The 50 work-related statements on this checklist represent modification of materials from three specific studies by Sax, Bernstein, and Roessler. (See Bibliography.) These authors wanted to develop a set of statements concerning work adjustment with the goal of being able to predict what attributes make a good employee. This Work Habit Preference Checklist uses this research in a modified form. One main difference in this checklist is who will use it. The cited authors developed their statements for use with handicapped persons, while this curriculum was developed for persons who have not finished high school, whether or not they are handicapped. Another major difference is that we suggest using the results along with a person's completed ANTECEDENT JOB ACTIVITIES LIST to help provide a fuller picture of a person's capabilities.

The BRIEF WORK HABIT PREFERENCE CHECKLIST (Page 145) differs in several aspects from various vocational preference tests such as the Kuder. First, this checklist focuses on work habits such as being on

time and following directions. The Kuder asks for both occupational and nonoccupational preferences. Some of the Kuder's preferences are "Be a farmer" or "Be a machinist" -- "Collect butterflies" or "Work at an Artic weather station." A second major difference between this checklist and vocational preference tests is that the checklist's statements apply to most any type of job situation rather than specific kinds of jobs. The third difference is the lower reading level of the checklist statements. The statements can be read aloud for nonreaders.

The following scale is used to develop a composite score:

	Point Value
Strongly agree	+2
Agree	+1
Neutral (or no preference)	0
Disagree	-1
Strongly disagree	-2

By adding (and subtracting) the answers to each statement a total score is obtained. In theory, the scores can range from 100 (strongly agrees with every statement) to -100 (strongly disagrees with every statement). Norms have yet to be developed. Many answers can be expected to fall into the 1 to -1 range rather than the extreme range

of 2 to -2. While no absolute numerical scores or ranges have been developed for the checklist, there are several suggested guidelines. One, a score of 65 is better than a score of 20, which is better than -10. Two, a negative score may suggest that a person has not given much thought to keeping a job. Three, the more times a person "strongly agrees" with the statements, the more likely he is to be a good worker. Of course, "strongly agreeing" does not insure that the person will be a good worker. Many variables enter into the situation such as apptitude, motivation, and ability.

In summary, this checklist is meant to be used as only one piece of information among many to assist the individual in developing a realistic picture of himself and how he will get along in the working world.

Brief Work Habit Preference Checklist

The following checklist will help determine what you like (agree) or dislike (disagree) about the world of work. This checklist will assist you in identifying your strengths.

Place a check in the box to the left of the statement that agrees with what you prefer. After you complete the checklist, your Instructor will review the results with you. There are no right or wrong answers to these statements.

SA +2	A +1	NEU 0	DIS -1	SDA -2

SA = Strongly agree
A = Agree
NEU = Neutral
DIS = Disagree
SDA = Strongly disagree

					- I like to stick to a job until I finish it.
					- I like working on several jobs at once
					- I like to do things with my hands.

SA +2	A +1	NEU 0	DIS -1	SDA -2

SA = Strongly agree
A = Agree
NEU = Neutral
DIS = Disagree
SDA = Strongly disagree

					- I like to work with people.
					- I like to work by myself.
					- I like to finish things on time.
					- I like to work on a team.
					- I like to work things out for myself.
					- I like to learn more about some things.
					- I like to be my own boss.
					- I like to have things organized.
					- I like to use tools to work on things.
					- I like to help people.

SA +2	A +1	NEU 0	DIS -1	SDA -2

SA = Strongly agree
A = Agree
NEU = Neutral
DIS = Disagree
SDA = Strongly disagree

					- I like to work on the same thing everyday.
					- I like to do different things each day.
					- I like to make money.
					- I like talking with people.
					- I like to read about different things.
					- I like to do things one step at a time.
					- I like to have other people like me.
					- I like to develop my skills.
					- I like to get dirty doing a job.
					- I like to be accurate in my job.

SA +2	A +1	NEU 0	DIS -1	SDA -2

SA = Strongly agree
A = Agree
NEU = Neutral
DIS = Disagree
SDA = Strongly disagree

					- I like to change duties often.
					- I like to solve problems.
					- I like to follow directions.
					- I like to be attentive to what I am doing.
					- I like to be on time for things.
					- I like to try different ways to do things.
					- I like to have things laid out step by step.
					- I like to do my job uninterrupted.
					- I like to try new things.
					- I like to cooperate with others.

SA +2	A +1	NEU 0	DIS -1	SDA -2

SA = Strongly agree
A = Agree
NEU = Neutral
DIS = Disagree
SDA = Strongly disagree

					- I like to finish things ahead of schedule.
					- I like to finish before anyone else.
					- I like to be treated fairly.
					- I like to be rewarded for my work.
					- I like to be recognized by others.
					- I like to watch an expert do a job.
					- I like to talk with others.
					- I like to be in control.
					- I like to figure out what is wrong with things.
					- I like to make things.

SA +2	A +1	NEU 0	DIS -1	SDA -2

SA = Strongly agree
A = Agree
NEU = Neutral
DIS = Disagree
SDA = Strongly disagree

					- I like to fix things.
					- I like to be responsible for things.
					- I like to have things in their place.
					- I like to learn new things by watching others.
					- I like to do things using my brain
					- I like to work out-of-doors.
					- I like to work inside

TOTAL SCORES

_____ Strongly agree

_____ Agree

_____ Neutral

_____ Disagree

_____ Strongly disagree

JOB SKILLS AND BEHAVIORS

PART IV. JOB SKILLS AND BEHAVIORS

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INTRODUCTION TO JOB SKILLS AND BEHAVIORS

Over half of all adults work and their numbers continue to increase. In the past, women were traditionally homemakers; however, that is rapidly changing. People are better educated, more mobile, and living longer, all of which have implications for anyone seeking employment. The rises and falls in the national economy and international trade directly effect, often with devastating results, each and every family. The "Dust Bowl" and "Sun Belt" reflect these trends. It has been said, "A downturn is when your neighbor is unemployed; a recession is when you are unemployed."

It can be projected that three fourths of all adults will be seeking a job sometime during their working years. Recent studies show that the "average adult" changes jobs six to seven times during his working life. Currently, there are over 100 million persons working in the U. S. Adjusting to a new job, a new work place, a new supervisor, and new co-workers is a given fact of life for millions of workers each and every year. Colleges and high schools provide an annual labor pool of workers that are often ill-equipped to enter the working world. In July, 1984, the Conference Board, a business financed research organization, released a study of employers that said high school graduates have difficulties reading and understanding

instructions, have poor work attitudes, and lack preparation in math. One can easily speculate on the skills and abilities of persons that have not finished high school. These non high school graduates would present an even more untrained and unskilled labor pool.

This raises a number of disturbing questions. What is wrong with our educational system? Why do students drop out? (Only 70 out of 100 first graders will graduate.) Who, if anybody, is responsible for developing good work skills and behaviors in these individuals? How responsible, if at all, should business and industry be? How good a job does business and industry do in training entry level workers? What is the individual's responsibility when there are no jobs available? What types of skills does an individual need to become a responsible, productive worker? Many other questions could be raised, and most fall beyond the scope of this project. This curriculum attempts to address some of these concerns. Specifically, this section on Job Skills and Behaviors is designed to help the non high school graduate obtain entry level employment, helping him to become a valued, productive employee.

In this section of the curriculum, basic job skills and behaviors are discussed in the context of building on the student's previous antecedent job skills and associated activities. The way he does his job and how he gets along with others are also topics covered in this

section. What a worker can expect to learn on the job while in training and on probation is highlighted by a brief overview from the supervisor's perspective. How he gets along with the supervisor is critical to adjusting to a new job. This subject is discussed in this section. Following the section which deals with getting along with the supervisor are various lists of job related behaviors and the final part of this section discusses certain selected job skills.

OUR FREE ENTERPRISE SYSTEM

Capitalism, as defined in the dictionary, is an "economic system characterized by private or corporate ownership of capital goods; by investments that are determined by private decision rather than by state control and by prices, production, and the distribution of goods that are determined mainly by competition in a free market." The following discussion will focus on the ten elements contained in this definition of capitalism. The ten elements are as follows:

1. Economic system
2. Private or corporate ownership
3. Capital goods
4. Investments
5. Private decisions vs. state control
6. Prices (of goods)
7. Production (of goods)
8. Distribution (of goods)
9. Competition
10. Free market

Economic System

An economic system needs to be distinguished from various other systems. There are religious systems involving churches, beliefs, and membership; educational systems, involving schools, teachers, students etc.; or governmental systems involving laws and regulations, elected officials, voting, etc. An economic system is a framework where goods are produced, distributed, and consumed (bought). If people want to purchase a product, it is said there is a demand for it. If the availability (or supply) is low, the price of the product tends to rise. If one hundred people want to buy a Trivial Pursuit Game and a store has only fifty, the store can charge a higher price than if only twenty-five people want the item. The marketplace, where people buy goods and services or choose to buy a different brand of the same product, is free in the sense that individuals have choices about which product they want to buy. Through competition between similar products, individuals usually choose the lower priced one (all other factors being equal). Competition keeps prices down. Only in a capitalistic economic system does this occur. In the communistic economic system, individuals do not have choices between products. Their government controls what is made, how it is distributed, how much it costs, and who may buy it. There is no private ownership of companies, land, or homes.

Private or Corporate Ownership

Private or corporate ownership means that the general public has no say-so in how the company operates. That is to say, that the government (local, state, or federal) which represents the people (or public) does not operate a private company. The word "corporate" is a legal term and suggests that a company that is "incorporated" has legal standing to do business. The company has the right, in and of itself, to do almost anything it wants (within the law.) It can produce any product that it thinks the public will buy.

In the past, there was very little government regulation of private enterprise, but today, more people feel that some government regulation is needed, especially to control corporate pollution of our environment. In addition to regulations to prevent pollution, there are also laws regulating a number of other aspects of business. For example, companies cannot exclude hiring otherwise qualified persons because they are black or because they are female or because they are over 60. We have laws that prohibit discrimination because of race, sex, or age. A person's religious beliefs cannot be a basis for hiring or firing him. If an individual is injured at work, his medical expenses are paid through a program called Workman's Compensation. This program, provided by law, is administered by the Federal Government from funds contributed by all companies and agencies.

Public ownership suggests that the public has input or say-so about certain aspects of the operation. Schools are an example of public ownership. They are "owned" by the public, their management (school board) is elected by the public, and they are funded by tax money provided by the public. In a private corporation, funds can come from two sources; profits from sales and/or profits from the sale of stocks. The public has the option to buy stock. Some companies, in recent years, have become employee owned. This means the employees own all the shares of stock in the company, rather than a few wealthy investors operating a private corporation. A share of stock represents ownership of a small part of a corporation. For a certain price, individuals or other corporations may purchase stock, thereby giving the purchaser so many votes on certain decisions the corporation makes. Each share of stock is worth one vote. Large corporations have millions of shares of stock owned by various individuals or other corporations. Most corporations are under private ownership, meaning no stock is sold to the public. Corporate decisions made by these closely held, private owned corporations are made by the few owners who usually serve as officers of the corporation and as the board of directors.

Capital Goods

Capital goods are the products produced by a company. Fabrics, fire extinguishers, missile components, and lawn mowers are all

locally produced capital goods. Capital goods in terms of their prices, production, and distribution will be discussed in later sections.

Investment

When an individual wishes to earn a profit by investing his extra dollars, he may deposit them to his savings account. A profit on his investment is earned when the bank credits his account with the interest. On the other hand, he may choose to purchase an antique which he later sells for a profit. Corporations earn profits by investing their capital in much the same manner.

A corporation will invest its dollars in buildings, machinery, payrolls, etc. to produce a product or provide a service. The amount of money received by the corporation after the expense of producing the product or providing the service is the corporation's profit. A corporation wishing to deversify its investments, might choose to put some of its dollars into other areas not directly related to the product it provides or the service it renders. An example of this could be a corporation primarily engaged in manufacturing tractors investing some of its funds in the purchase of an art collection. Investments, whether made by individuals or corporations, are made to earn profits.

Private Decisions vs. State Control

The clearest example of state control of companies can be found in The Soviet Union, a country that operates under the communistic system. In the Soviet Union, the government owns all the companies. The free enterprise system, as we know it, does not exist. The government decides how much to produce, how to produce it, where to produce it, and where to send it. The price is also determined by the government. There is no profit motive, as all employees, both management and labor, work for the government. Consequently, employees have no incentive to do quality work or to increase production. They do not share in the profits through competitive salary increases. Individual ability is neither recognized nor rewarded.

In the free world, capitalism operates under an economic system controlled by certain basic economic laws such as the law of supply and demand. Companies produce to meet the demand created by the markets they serve. The amount produced is somewhat controlled by the amount that can be sold. Companies are free to decide, within these controlling laws, how much to produce. They are free to build their plants in locations of their choice where they are close to the needed raw materials, labor force, and markets. Under the capitalistic system, workers receive a share of the profits through raises based on the quality and quantity of their production. Workers are motivated to

do more and better work. The capitalistic system, operating under the free enterprise system, when not hampered by government control is a system that has proven itself successful and is ingrained in most democracies of the free world.

Prices of Goods

Capitalism allows almost all prices to be set in the marketplace. Anything can be sold at any price if a buyer is willing to pay it. Companies can determine how much it costs them to produce a given unit. After determining the costs of raw materials, labor, plant facilities, manufacturing machinery, utilities -- all the costs to produce the product; the company then must determine how much to sell the product for in order to make a profit. The selling price must be sufficient to cover costs and provide a profit to the owner of the business.

Production of Goods

Private enterprise seeks to produce goods at the lowest possible cost per unit. Henry Ford introduced mass production in the assembly of the Model T in the early part of the century. The result was more units (cars) at a lower price. When a new product is developed and put into production, the cost per unit is high. As production and skill or expertise increases, the cost goes down. The larger the

volume of production, the lower the cost per unit and the greater the profit. Costs are higher initially due to having to purchase or produce machinery, tools, space for assembly, and training of new employees. As production climbs, these "start up" costs remain fixed; they do not change. Workers, over a period of time, increase their production because they become more skilled and are able to work faster. Production, then, is one of the most critical elements in the life of a company.

Distribution of Goods

After the goods are produced, they must be distributed to the markets where they are sold. The finished goods leave the plant through the shipping and receiving department. Depending on the kind of product produced, the goods may be sent to another location or company for further assembly, (i.e -- car batteries which would go from a battery maker to an auto plant for final assembly in a car). Other products may be sent directly to their place of sale. An example would be baked goods which would go from a bakery to a restaurant.

A free market allows a company to distribute its goods wherever they choose or have reason to believe they will sell. Distribution is another element in the capitalistic, private enterprise system.

Competition

Competition, in an economic sense, occurs when similar goods are offered to the consumer, who then chooses between the products. In private enterprise, companies are free to compete against each other. The principle means of competition between companies producing similar products is by pricing. People will buy the lower priced product, assuming all other factors are equal. Some examples or types of products in this category are soap, aspirin, and beer. Competition forces a company to keep its production costs per unit as low as possible; therefore, the consumer wins.

Another aspect of competition occurs when a company is the first to produce the product. An example is Miller Lite Beer. The Miller Brewing Company still has a large share of the market even though all other major producers have since produced their own versions of lite beer in an attempt to compete. Products that do not sell are dropped in favor of new products. Products that sell make a profit. This is the nature of the private enterprise system where competition exists.

Free Market

A free market, already mentioned, exists when similar products compete. Prices determine which products will sell in a free market. In the Soviet Union, where there is no competition, consumers can buy

only one kind of soap, one kind of hat, or one kind of car. Because there is no competition, the consumer has no choices; therefore, prices are high. If the Soviet citizen wants to buy a bar of soap, he must buy the only soap available and he must pay whatever price the government establishes.

Conclusion

A knowledge of the basic elements of the private enterprise system is important for the employees in such a system. In order for us, as employees, to be successful, we should know how the system operates. The free enterprise system is our world. We spend eight or more hours per day on our jobs. Our total vision needs to be broader. Too often, we only see what we do and are only concerned with our accomplishments and our paychecks. If we are to develop attitudes and behaviors that will not only make us more valuable to our total system, but will also give us a greater sense of pride in our accomplishments and our successes; we need to know where we fit in. Understanding where the worker fits into the overall scheme of things in a capitalist society is vital for the ultimate success of the system and to the personal success of the worker himself.

Our Free Enterprise System - An Exercise

Circle the word TRUE or the word FALSE in front of each of the following statements.

TRUE FALSE 1. Capitalism is an economic system.

TRUE FALSE 2. If the demand for a product is high, the price will be low.

TRUE FALSE 3. Competition keeps prices down.

TRUE FALSE 4. We have laws that prohibit discrimination.

TRUE FALSE 5. A share of stock represents total ownership of a company.

TRUE FALSE 6. Capital goods are the products produced by a company.

TRUE FALSE 7. A savings account is a form of individual investment.

TRUE FALSE 8. In the Soviet Union, citizens enjoy the free enterprise system.

TRUE FALSE 9. Workers are more motivated in the United States than they are in the Soviet Union.

TRUE FALSE 10. Profits are the difference between costs and selling price.

TRUE FALSE 11. When producing a new product, the cost is low.

TRUE FALSE 12. All products are manufactured and assembled in the same place.

TRUE FALSE 13. The first company to produce a product usually enjoys a large share of the market.

TRUE FALSE 14. Competition exists in the free enterprise system.

TRUE FALSE 15. Workers should know how the free enterprise system operates.

TRUE FALSE 16. Our federal government regulates (sets) the prices of all goods.

TRUE FALSE 17. The purpose of private enterprise is to make a profit.

TRUE FALSE 18. McDonalds and Wendys are competitors.

TRUE FALSE 19. Two sweaters are identical. The one made in the U.S.A. costs $25.00. The one made in Hong Kong costs $15.00. This is an example of competition.

TRUE FALSE 20. A public library is an example of private ownership.

PRESENTING YOURSELF ON THE JOB

You have obtained a new job. Presenting yourself on this new job in the best possible light will be most important for your ultimate success. How you dress, how well you groom yourself, the attitudes and behaviors you display are all part of your personal image. While you may not think it is important to your success, the first impression you make when meeting your new supervisor and your co-workers will have a strong influence on how they respond to you, both in a business sense and a social sense.

Before showing up for work on that first day, find out about your company's dress code. Be sure that you follow that dress code. If your company has rules about how long your dress or skirt should be, then be sure your skirt or dress is in compliance. If you are a man and the dress code requires short sideburns, be sure yours are at the right length.

You are not expected to dress like a fashion model if you work for a manufacturing company. Likewise, one does not wear jeans to work in a bank (or more probably is not allowed to wear them.) Within a manufacturing environment the type of clothes you wear can be a safety issue. For instance, loose clothing could get caught in a machine, or polyester clothing could burn or melt instantly if in contact with

fire or sparks. A worker is usually safe if he understands and follows his company's dress code.

In addition to dressing properly for work, you should be sure you have developed proper grooming habits. Be sure your body is clean. Take a bath every day and use deoderant. Be sure your teeth and breath are clean and fresh. Brush your teeth each day and use a mouthwash if necessary. Keep your hair clean and be sure it is styled neatly. Your nails should be neatly trimmed and clean. In other words, use all the skills you have learned over the years about good grooming habits. Put them to work for you. It is time that you presented yourself in the best possible light. Spend the necessary time everyday to insure that you are a clean, well-groomed person -- the type of person that other people enjoy being around.

Your image is made up of how you look, but it is also created by how you act. The attitudes you display through what you say and how you say it will either work to help you be successful or will work to destroy all your efforts to be a good worker. Few people ever lose their jobs because they cannot do the work. Nine times out of ten, a person loses his job because he has a rotten attitude or because he cannot get along with his supervisor or co-workers. If you are unable to develop a good attitude and good behavioral patterns and if you are plagued with a bad disposition and the type of personality that

others dislike, you will find it difficult to keep a job and you will probably find it impossible to enjoy one.

Personal Appearance Exercise

Circle the word TRUE or the word FALSE in front of each of the following statements.

TRUE FALSE 1. Being well dressed can make a good impression.

TRUE FALSE 2. One should dress neatly for a job interview.

TRUE FALSE 3. It does not matter what one wears to work.

TRUE FALSE 4. Different types of jobs require different dress.

TRUE FALSE 5. Employers can tell you what to wear.

TRUE FALSE 6. A clean, neatly dressed worker conveys a positive image.

TRUE FALSE 7. Hair should be clean and neatly styled.

TRUE FALSE 8. See-through blouses are appropriate to wear to work.

TRUE FALSE 9. Low cut dresses are alright to wear to work.

TRUE FALSE 10. Dark colors should be worn near the face.

TRUE FALSE 11. Heavy make-up should not be worn on an interview.

TRUE FALSE 12. Women have a better chance at getting a job if they wear a skirt or dress to an interview.

TRUE FALSE 13. Different companies may have different dress codes.

TRUE FALSE 14. If one dresses neatly and does a good job, the chances for promotion are good.

TRUE FALSE 15. Designer jeans are appropriate to wear for a job interview.

TRUE FALSE 16. Vivid nail polish will impress the interviewer.

TRUE FALSE 17. One should wear a lot of jewelry when going on a job interview.

TRUE FALSE 18. It is fine to chew gum or smoke when being interviewed.

TRAINING AND PROBATION

Past experiences will make learning the job easier. The ANTECEDENT JOB ACTIVITIES LIST (Page 83) which you previously completed will help pinpoint your areas of strength that are applicable to the job. A good supervisor will help you build upon these transferable skills. Remember that all of the other workers were new at one time and had to be trained just like you.

Most new employees undergo a period of probation while they learn their job and adjust to the company and its rules. Expect fairly close supervision during this time because your supervisor wants you to complete your training as soon as possible. You are being paid to become productive and are expected to be able to meet production quotas by the end of your training.

Probation is a period of time the company uses to look you over. How well do you "fit in?" Are you there every day and on time? Do you and your supervisor work well together? Do you make production? Do you complain a lot? Do you get along well with your co-workers? How do you react when something goes wrong? There are many things your supervisor will be observing. The following section will cover these in greater detail.

During probation your rate of production (the number of units you produce in a given time) will be measured. Many manufacturing jobs are "piece rate" (i.e. -- you get paid according to how much you produce.) Therefore, do not consider that you are being singled out, as all new workers usually receive this same treatment.

Your supervisor also expects you to make fewer and fewer mistakes as your training period nears an end. Most companies will fire someone who makes too many mistakes. They expect quality work.

Actual training periods vary considerably depending on the type of job. Some may be as short as one hour or as long as six months. Probation periods also vary for the same reasons but tend to be longer than training periods because the company wants to see how you do after you have completed your training.

After your probation period, you will become a permanent employee and can be expected to be evaluated at least annually. Also, recognize that learning and training will be a part of your job each and every day because things and situations change over time. For example, a product that the company produces may be seasonal. Consequently, it is produced only certain times during the year. Your training (and/or probation) period may have been during that time. Now the product line changes and your job, likewise, changes.

Still another part of the job that you must learn during the training period is safety. The potential for accidents on your job should be explained, as well as how to prevent them. A special insurance called Workman's Compensation covers individuals that are injured on the job. How it works should be explained during the orientation and training periods. Obviously, some jobs are more dangerous than others. For example, places where chemicals are used have particular dangers and special precautions should be explained. Further safety details are explained in the last part of this section.

The following section, GETTING ALONG WITH THE SUPERVISOR, covers basic job attitudes and behaviors that a supervisor expects and demands of the worker.

Training and Probation Exercise

Circle the word TRUE or the word FALSE in front of the following statements.

TRUE FALSE 1. Some jobs are easier to learn than others.

TRUE FALSE 2. Most jobs have probation periods.

TRUE FALSE 3. Most jobs have training periods.

TRUE FALSE 4. Training periods are always the same length of time.

TRUE FALSE 5. Trainees require close supervision.

TRUE FALSE 6. Training and probation are the same thing.

TRUE FALSE 7. Training focuses on how fast one learns their job.

TRUE FALSE 8. Probation covers things like being on time and getting along with the supervisor.

TRUE FALSE 9. A worker is closely supervised while training.

TRUE FALSE 10. A supervisor should yell at a worker when mistakes are made.

TRUE FALSE 11. Workers are expected to learn from their mistakes.

TRUE FALSE 12. After the training period, a worker is completely on his own without supervision.

TRUE FALSE 13. The job one learns while training will never change.

TRUE FALSE 14. Supervisors expect quality work after training.

TRUE FALSE 15. Some jobs are safer than others.

GETTING ALONG WITH THE SUPERVISOR

To get along with your supervisor, you must understand what some of the supervisor's duties are. The supervisor must supervise many other workers. The number varies from company to company but may be as low as three or as high as fifty, depending on the nature of the manufacturing process. They may be in charge of a work area (station) or a step in the manufacturing process. An individual worker is but one person in a very large operation. There are restraints on the amount of time a given supervisor may spend assisting a worker.

Supervisors have other duties, such as setting daily production schedules; adjusting work loads to accommodate for absent workers; recording production; taking up time cards; insuring correct distribution of parts, materials, or supplies; attending supervisor's weekly meetings; implementing new company safety measures; filling out work orders; or scheduling Shipping Department pick-ups of completed work. Supervisors have many responsibilities that are unknown or unnoticed by the average worker. They are charged with keeping the operation running smoothly and getting the work done.

The supervisor is also responsible to someone else for his work. Most, if not all companies have a chain of command. The organization of the company's chain of command is usually headed by the President

of the Company. Under and reporting directly to the President might be Department Heads (or Vice Presidents). Under and reporting to the Department Heads might be Supervisors. Of course, under and reporting to the Supervisors are the workers. A supervisor has the authority and responsibility to tell workers what to do. They can fire workers for not doing what they are told. By the same token, they can be fired if they don't carry out the orders given them by the Department Heads. Workers must realize their supervisors have a lot of responsibilities and represent only one level in a company's organization.

In order to get along with your supervisor, you must understand what your supervisor expects. What kind of qualities would a supervisor want in the people working under him? There are attributes that an ideal worker should possess, although no one worker has them all. All workers have varying degrees of strengths and weaknesses, and the good supervisor realizes this. A supervisor expects (and demands) workers to be on time, to follow directions, and to do the job in a businesslike manner. He probably also stresses quality, quantity, speed and efficiency.

Getting Along With The Supervisor Exercise

Circle the letter (A, B, C, or D) of the best answer in front of the following statements.

A B C D 1. A supervisor can supervise as many as (A) 4 people, (B) 20 people, (C) 100 people (D) A, B, and C are correct.

A B C D 2. Which of the following is not a duty of a supervisor? (A) Taking up time cards, (B) Recording production, (C) Cleaning out a lathe pan, (D) Attending weekly meetings.

A B C D 3. The top position in a company's chain of command is the (A) worker, (B) President, (C) Department Head, (D) Supervisor.

A B C D 4. A supervisor (A) cannot fire a worker, (B) is responsible to his Department Head, (C) must perform the same work as his workers, (D) spends unlimited time with any worker.

A B C D 5. A supervisor usually stresses all of the following except (A) tardiness, (B) speed and efficiency, (C) quality, (D) quantity.

A B C D 6. A good supervisor (A) takes long lunches, (B) gives

his friends easier production loads, (C) shows concern for his workers, (D) is quick to jump his workers before knowing the facts.

A B C D 7. A good supervisor is all of the following except (A) fair, (B) honest, (C) a good listener, (D) never available.

A B C D 8. A company's chain of command is (A) a metal chain used to encourage workers, (B) its organizational structure, (C) its link with CBS, (D) its military attitude.

A B C D 9. A worker's best response to his supervisor's request for overtime is (A) What time should I report for work. (B) I never agreed to work overtime when I was hired. (C) I can't work overtime; I'm going to the beach. (D) I'll work overtime if you will give me next Wednesday off.

A B C D 10. If you are going to be late for work, you should (A) call a co-worker and ask them to tell your supervisor, (B) hope you will get there before your supervisor and he will never know, (C) call your supervisor before your starting time and explain why you are going to be late, (D) do nothing because nobody really cares whether you are late or not.

EXPECTED WORKER ATTRIBUTES

The following discussion of attributes represents the most common ones as measured by their frequency in the prevailing literature. At the end of this part, there is a listing of the attributes and a selected cross-referenced Bibliography if further information is needed.

This list of attributes does not pretend to be exhaustive, but rather is representative of basic issues that a beginning worker should be aware of. The attributes will apply in many different job situations, but it is recognized that one may know of or have experienced a particular job where some of the attributes did not apply. For example, a job in the home like sewing or furniture making would not require all the attributes a mill job would.

Most of the attributes are considered positive, and most people already have them, at least to some extent. Attributes can be developed and then signify qualities that one gains through experiences. (See PART II - ANTECEDENT JOB ACTIVITIES, beginning on Page 47.) The importance of this section is expressed in the title; a good worker is EXPECTED to do these things. There are many qualities and behaviors involved in being a good worker.

Dependability

Dependability is a desirable and necessary trait that employers want in a worker. Basically, dependability means being reliable. Dependability is reflected in such actions as sticking to a job until it is finished, meeting scheduled deadlines, being on time for work, returning from breaks and lunch on time. Also, it means calling in if you are sick and arranging for a substitute if one is needed.

Cooperation

Cooperation means "getting along", doing what the supervisor says. You should be able to receive and carry out the supervisor's instructions in a positive manner. Often this means performing the duties requested without lengthy explanations. A supervisor may demand cooperation because it increases efficiency.

Another aspect of cooperation is getting along or "fitting in" with co-workers. By being friendly and offering assistance within your job framework, you will be considered cooperative by both your fellow co-workers and your supervisor.

Enthusiasm

You should really be excited about your job. Enthusiasm is reflected by the worker who is really excited about his job. He wants

to do the very best he can do, and he is excited about the creativity and accomplishment of his work. This excitement or zeal pours out of him and is reflected in his relationships with his supervisor and his co-workers. When you are excited about your work and you show this excitement, it has a tendency to excite those around you.

Loyalty

Being loyal means supporting the company -- its policies and goals. By supporting the company, you do not get involved in discussions with other employees or with those outside the company that center on tearing down the company verbally. Talking about the company in a negative way never helps you. This type of activity can only harm your chances. You do not want to be thought of as the type of employee who always complains about the company and its policies.

Remember, the company you work for is providing you with a job. Although you may not agree with or like all the company policies, displaying a disloyal attitude will never change anything. You should look for ways to be loyal to your company, and if there are things that you would like to see changed, try to use more positive methods to bring about the change.

Self-Improvement

Each worker should want to learn and improve. There are several aspects to this. By learning the job better, your production can be increased. Agreeing to take advantage of additional training opportunities either provided by the company or on your own, will go a long way towards improving your chances for a promotion. Always take advantage of extra training. Take advantage of local community college or other courses offered locally.

Honesty

Each company expects honesty from its workers. Honesty means telling the truth when dealing with supervisors or co-workers. It is a matter of having good morals. In addition to being honest with what you say, honesty also means being "up front" and truthful in what you do. If you are working for a company and enjoy your job, you want to be able to continue working for the company. The company exists and is able to provide a job opportunity for you because it is a profitable company. Any action on your part or the part of your co-workers that eats in to the profits of the company could destroy the company and thereby destroy your job. Therefore, you do not want to perform dishonest acts, such as stealing, lying, cheating. These acts ultimately lead to lower profits for the company. Whatever you steal from

the company, whether items like office supplies, tools, or hours on your time card; you are reducing the company's profits and ultimately hurting yourself.

Taking Initiative

Taking initiative means accepting responsibility when no one else will volunteer. The worker that volunteers for a hard job or does extra work is taking initiative. It means doing more than is expected or required. People that have initiative often get promoted.

Following Directions

When your supervisor gives you directions on how he wants a job done, you should follow his directions. You may think you know how to do it better than he, but it may be that he knows much more about the final goal and has reasons for wanting the job done as he has explained it to you. Your job is to follow his directions. Do not expect to have reasons given to you for all the actions that he expects. This would frequently take too much time for an efficient operation. Your job is to be a good follower. You can do this best when you understand that it is your supervisor's job to direct the flow of work. He knows why. You should perform.

Accepting Criticism

Criticism, while often hard to accept, is necessary. The purpose of criticism is usually to improve the work habits of the worker. Most companies evaluate workers annually, if not more often. These evaluations are often used to determine who gets raises. Newly hired workers may be evaluated at least weekly or even daily. How much did they produce? Do they fit in? Are they reliable? Employees do not always do all aspects of the job correctly. Constructive criticism helps one decrease errors and do a better job. Criticism should be done in private, not in front of everyone. Praise is the opposite and should be done publically.

Constructive criticism is often taken personally by the worker. You should remember that constructive criticism is criticism of your "actions" or your lack of action and is not meant to be an attack on you as a person. If you are performing poorly, making mistakes with your work, reacting to co-workers with a wrong attitude; you must have someone point out these things to you before you will know that they are being detrimental to your job success. It is the supervisor's job to let you know. His talking to you about these things, although you may not be happy to hear this, is important -- it is his constructive criticism. Like it or not, you will not change until these faults are pointed out to you. You should be pleased that your supervisor

provides this constructive criticism; it gives you a chance to change and save your job.

Remember, take the criticism when it is given to you and try to improve on whatever areas are being criticised. Constructive criticism can only help you.

Persistency

Persistency at work means sticking to the task without interruption, not being easily distracted by co-workers' talking, or being on time to start back to work from breaks and lunch. Another aspect of persistency is avoiding delays, not sitting idle when an individual task is completed. Go on to the next job, seeking other work if you finish a job. Persistency also means meeting production on a daily basis.

Consistency

Consistency is defined as working at a steady pace throughout the workday, not having peaks and valleys of production. It involves planning ahead in order to avoid lags or gaps in the production process. A consistent worker produces at the same pace each and every day. Consistency implies prediction (i.e.-- that worker can be counted on to produce in a regular, quality way).

Reliability

Reliability means showing up on time, doing what one is told, completing the work on time, and being at work on a regular basis. A reliable worker is one that is "always" available when the supervisor needs extra help in case of emergency. Employers value employees that are reliable.

Control of Temper

There are many reasons why a person might get angry at work. Some of these reasons can be caused by work related problems. Others are often created at home in the worker's personal life and brought to the work place. You should remember that "how" you react to these problems will tell a lot about your character and personality. If you have a tendency to "blow up" and display violent anger when there is a problem at work, you will be thought of as a person who cannot remain "cool" under pressure. Being able to control your temper is an adult asset. Most adults think that people who fall apart under the least pressure are rather childish. How we respond to pressure says much about our maturity. If you flail your arms in the air, scream profanities at your co-workers, or lie down on the floor and kick until your shoes fall off; you are seen as being out of control and not as the mature, intelligent, controlled adult that you want to be.

Adjusting to Change

Change occurs every day on the job. The ability of the worker to adjust to changes on the job frequently makes the difference between a good worker and a poor one. Typical changes a new worker can expect in a manufacturing plant include, but are not limited to, the following:

- Getting a new daily work schedule
- Getting assigned to a different work station
- Getting an increase in daily production quotas
- Getting a new supervisor
- Changing shifts
- Working on a new product
- Using new supplies or equipment
- Working with someone else

You should expect changes and try to anticipate them. Most of the above listed examples could be anticipated or planned for. You can make changes such as working faster (or slower), keeping your work place clean and safe, or changing your attitude. Being able to anticipate, accept, and adjust to change is vital to a good worker in today's world because change is coming so rapidly and so often.

Flexibility

Every good worker is flexible and this relates to the previously discussed topic of change. A major consideration of any new worker is being able to accept newly assigned tasks with enthusiasm. Adjusting well to a new job assignment involves flexibility. Being flexible means not complaining, raising questions appropriately, responding appropriately when being told only once how to do a job correctly, and seeking assistance when necessary. A good worker knows when to ask for help and uses the supervisor's feedback to improve his performance. Seeking assistance does not mean "currying" (attempting to gain favor by flattery and attention) to get a break on the job where other things being equal, none would have existed. Flexibility does not include "currying", but does mean being able to work well individually or with a team.

Safety

Two significant components to safety in the work place are plant safety and individual safety. Plant safety is required by law, and there are many aspects to it. Each and every work place has its own particular safety requirements; however, there are some general components involved in all work places such as:

- Know the safety measures for new machines.
- Work only on assigned machines in assigned areas.

- Keep unused equipment, tools, and supplies properly stored.
- Keep all work and walkway areas free of obstructions.
- Be aware of potential fire hazards from machinery, combustible materials, chemicals, dust, fuels, electricity, and heat.
- Observe marked hazardous areas.
- Know evacuation procedures.

The above list is not exhaustive and only serves to illustrate the importance of safety within an industrial setting that newly hired workers can expect.

While fire hazards have to be considered, other types of accidents occur much more frequently. Good, current safety practices and procedures can prevent most of them. Regularly scheduled safety meetings should be held to cover such topics as use and storage of flammable materials, proper maintenance of machinery, identifying signs of fatigue, calling for outside help, and proper storage of hazardous materials. Common accidents are caused by falls, lifting heavy objects, objects in eyes, loud continuous noises, breathing dust, and clothing being caught in machinery.

Knowing the location of a first aid kit and/or being trained as a first aid assistant could save a life, or at least, minimize an injury. Co-workers can be a good source of information relating to safety.

Workman's Compensation, a federal program, assures workers who are accidently injured on the job that they will be compensated for loss of time or bodily function. All companies must provide for this program.

Listening

Everyone can become a better listener whether it be at work or at home. This discussion centers on listening at work but also can apply to any daily communication with others.

Being a good listener at work is a very useful skill, particularly when dealing with your supervisor. There are certain steps to improving your listening skills. First, express an interest in your supervisor and in what he has to say. Maintain eye contact and do not look down or away when your supervisor is talking to you. Nod your head as instructions are being given to indicate that you hear and understand what is being said. Try to detect the feeling behind the actual message -- feelings such as anger, urgency, warmth, authority, concern, deception, respect, conceit, etc. Have the appropriate expression on your face to fit the supervisor's mood. Try to sense when the supervisor is about to finish, but do not interrupt. When the supervisor has finished, repeat the message in your own words. Then ask any questions, if necessary, in order to clarify the

exact meaning of the message. Some type of sign-off statement is appropriate to bring the conversation to an end, such as "I understand," "I'll get on it right away," or "You're right. I'll get started." This has the effect of telling the supervisor that his message has been heard, understood, and will be carried out right away. This reaction leaves the impression of being responsible, being better prepared to do the job because the message was heard correctly.

Listening is a skill that can be learned and improved upon by everybody. Good listening skills show that the listener is interested and wants to do a good job. Not only does the listener come across as responsible, but also as a sincere, dedicated worker. These are attributes of a good employee.

Becoming a good listener starts to develop in childhood and can progress throughout adulthood. Our parents, friends, and teachers assist us in developing our listening skills as we grow up. Therefore, each of us has developed, to some degree, the ability to listen. For example, listening to TV, videos and one's peers, all serve to enhance the opportunity to listen better. When you go to work, this same opportunity exists.

Expected Worker Attributes Cross-Reference

The following list of expected worker attributes is cross-referenced to the Selected Worker Attributes Bibliography for this particular part which immediately follows. This handy reference allows one to seek additional information on a given attribute (i.e. -- Following Directions), if one is so inclined. It also suggests that the attributes listed are in fact, ones that the "experts" consider necessary to be a good worker.

Each attribute is followed by a series of numbers. These numbers (1-21) correspond to numbers preceding each reference in the special Bibliography. The attributes with the most numbers (references), indicates it was mentioned most.

Expected Worker Attributes

Dependability	(2)(7)(8)(13)(10)(12)(21)
Cooperation	(1)(2)(7)(13)(15)(16)(17)(19)(18)(5)(10)(12)(9)(21)
Enthusiasm	(1)(8)(13)(10)(21)
Loyality	(1)(13)(10)(12)
Self Improvement	(1)(2)(17)(10)(4)(21)
Honesty	(1)(2)(7)(8)(13)(19)(18)(5)(10)(21)

Taking Initiative	(1)(2)(6)(13)(15)(16)(19)(18)(10)(12)(9)(21)
Following Directions	(1)(2)(3)(7)(11)(13)(15)(16)(17)(19)(18)(5)(10)(4)(9)(21)
Accepting Criticism	(1)(2)(8)(13)(15)(19)(18)(5)(10)(4)(9)(21)
Persistency	(1)(16)(19)(18)(5)(10)(12)(21)
Consistency	(2)(3)(8)(15)(16)(19)(10)
Reliability	(2)(3)(7)(13)(17)(10)(12)(9)(21)
Fairness	(2)(8)(10)
Temper and Emotions	(1)(2)(8)(13)(19)(5)(10)(4)
Adjustment/Change	(8)(11)(13)(15)(5)(9)
Flexibility	(13)(18)(5)(9)
Safety	(2)(3)(8)(15)(16)(19)(20)(18)(10)
Listening	(8)(11)(13)(17)(10)(4)

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Expected Worker Attribute Exercises

List as many attributes as you can remember from the group discussion.

The first three have been listed for you.

1. Dependability	10.
2. Cooperation	11.
3. Enthusiasm	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

From the above list of attributes, state your best five:

1.

2.

3.

4.

5.

List five additional attributes that you could work on to improve:

1.

2.

3.

4.

5.

After reading each paragraph, circle the number of the correct answer:

John found a new wrench under his machine. He wanted to keep it, but he asked his co-workers and found the owner. John was demonstrating:

1. Enthusiasm
2. Consistency
3. Listening
4. Honesty

Betty had been working for the company for two years. She saw a memo on the bulletin board saying that a new group was starting in two weeks to learn how to operate a new machine. She asked her supervisor and then signed up to take the training. Betty was demonstrating:

1. Following directions
2. Self-improvement

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3. Safety

4. Loyalty

George was slow but he always got to work on time. George was considered:

1. Dependable
2. Enthusiastic
3. A good listener
4. Able to accept criticism

Dawn always listened to her co-workers' complaints even though it often put her behind in her work. She would get angry but would not show it. She would then work twice as fast on her job to catch-up production.

Dawn was demonstrating:

1. Cooperation
2. Persistency
3. Control of temper
4. Flexibility

Bill had been with the company a long time and had done a lot of different jobs. A new machine had been installed, and he was told

---

that he would be expected to operate it. By the second day, he had exceeded production. Bill was demonstrating:

1. Fairness
2. Safety
3. Control of temper
4. Adjustment to change

Ivory was a quiet person and as a result, listened very well to his co-workers and his supervisor. He always got the job done. Ivory was demonstrating:

1. Taking initiative
2. Reliability
3. Following directions
4. Loyalty

Additional Exercises in Expected Worker Attributes

The following are additional exercises in Expected Worker Attributes:

1. Divide into groups of three. Develop a list of any additional attributes not previously mentioned.

2. Group discussion. Students can give real-life work situations that show the different attributes from their own past experiences. These examples should be similar to the examples in the previous exercise.

JOB RELATED BEHAVIORS

The following series of lists of job related behaviors were taken from a variety of sources. There are as many job behaviors as people have moods. Some are good (they can help you advance), and some are bad (they can get you fired). These lists do not cover all the reasons you get promoted or get fired, but they do accurately reflect detailed clusters of actual work do's and don'ts. No attempt was made to compile THE master list of work behaviors for several reasons. First, the distinction between where one behavior leaves off and another begins is often blurred. Second, many synonyms are used to denote the same behavior, and the time necessary to sort them out was unavailable. Thirdly, a person getting fired from a construction job may have entirely different reasons than a person getting fired from a bench job. The same criteria do not always apply in every work situation for getting fired or getting a promotion.

Another major point to consider in reviewing these lists is to ask yourself if the behavior is something you have control over or not, i.e. -- being on time. You know you have some control in your job. You are not completely helpless or out of control. How many of these could you improve with help? Without help?

There is no single universally agreed upon list of the ten best or ten worst behaviors on the job. The scope, nature, and variety of

jobs precludes this. The idiosyncracies of a business owner or company president may also preclude rational reasons for being promoted or being fired.

In summary, job related behaviors tend to be either good or bad. There is no one list that covers all situations. The included lists demonstrate the range and diversity of job related behaviors.

Work Traits and Behaviors Checklist

The following checklist is to be used by each student to identify his/her strengths. First, ask the student to mark the traits that they do especially well with a plus (+). After discussing these strengths, have the student go through the list a second time and mark with an "I" the ones they have done but could use some improvement on. These strengths can then be discussed with the student.

___ Follow directions

___ Am on time

___ Have good attendance

___ Do my share

___ Get with along with co-workers

___ Get along with supervisor

___ Can take constructive criticism

___ Can work under pressure

___ Do accurate work

___ Can learn more difficult jobs

___ Do not need constant supervision

___ Can work well alone

___ Can work well with others

___ Can concentrate on my job

___ Do not talk too much on job

___ Can give understandable instructions to others

___ Will work overtime occasionally

___ Will go ahead on own if supervisor is out

___ Am cooperative

___ Am dependable

___ Do not let personal problems affect job

___ Do not call or visit employer after work unless asked

___ Am concerned with welfare of the company

___ Am honest

___ Am friendly

___ Am considerate

___ People can confide in me

___ Have pleasant disposition

___ Control my temper

___ Don't gossip

___ Am courteous

___ Get along well with others

___ Am well liked

___ Am happy

___ Am neat and cleanly dressed

___ Bathe regularly

___ Learn quickly

___ Am independent

___ Have leadership qualities

___ Have a pleasing appearance

___ Look at the bright side of things

___ Like myself

___ Believe in myself

___ Am creative

___ Can work around personal limitations

___ Am mature

___ Have driver's license

___ Am willing to relocate

___ Am willing to get further training

___ Have constructive activities to fill my free time

___ Read and write well

___ Can do basic math

___ Have high school diploma or GED

___ Have a good work history

*Karen A. Hodgson, Job Seeking Skills: A Curriculum And Guide, Menomonie, WI: Materials Development Center, Stout Vocational Development Institute, University of Wisconsin-Stout, 1979, p. 8.

Job Attitudes and Behaviors Exercise

In the following exercise, match the positive attitude or behavior with the opposite or negative one in the right-hand column. Write the letter from the negative list in the blank space in front of the correct item in the positive list.

	Positive	Negative
_____ 1.	Punctuality (on time)	A. Lazy
_____ 2.	Initiative	B. Scatterbrained
_____ 3.	Trustworthy	C. Late
_____ 4.	Organized	D. Steals
_____ 5.	Admits mistakes	E. Seeks assistance
_____ 6.	Good effort	F. Shifts blame
_____ 7.	Works independently	G. Gets by
_____ 8.	Stimulated	H. Sick
_____ 9.	Handles stress	I. Bored
_____ 10.	Steady	J. Gets mad
_____ 11.	Patient	K. Falls apart
_____ 12.	Alert	L. Hasty
_____ 13.	Courteous	M. Distracted
_____ 14.	Healthy	N. Erratic
_____ 15.	Controls anger	O. Rude

Job Attributes Self Rating Scale

The following are attributes of a good employee. Using the SCALE below, circle G, A, or NI, whichever best applies to you.

SCALE

G = GOOD
A = AVERAGE
NI = NEEDS IMPROVEMENT

1. Are you considered dependable?	G	A	NI
2. Are you considered cooperative?	G	A	NI
3. Are you considered enthusiastic?	G	A	NI
4. Are you considered loyal?	G	A	NI
5. Are you seeking self-improvement?	G	A	NI
6. Are you considered honest?	G	A	NI
7. Are you one to take the initiative?	G	A	NI
8. Are you one to follow directions?	G	A	NI
9. Are you one to accept criticism?	G	A	NI
10. Are you considered persistent?	G	A	NI
11. Are you considered consistent?	G	A	NI
12. Are you considered reliable?	G	A	NI
13. Are you considered fair?	G	A	NI
14. Are you able to control your temper?	G	A	NI
15. Are you able to deal with change?	G	A	NI
16. Are you considered flexible?	G	A	NI
17. Are you considered safe?	G	A	NI

Negative Job-Related Behaviors Exercise

On the following page is an exercise to help students become more aware of why people get fired. The Instructor should have each student develop his own list before completing the exercise. It should also be pointed out that the list in the exercise is open-ended, and additions can be made.

Reasons People Get Fired

The following is a list of reasons why people get fired. The list is open-ended, and additions can be made. Compare this list to the list you made.

Insubordination
Inability
Slow
Talks too much
Bothers others
Does not listen
Gets drunk
Gets high
Makes passes
Late
Does not call
Steals
Not steady
Easily distracted
Wastes time
Takes too many breaks
Wastes materials
Too messy
Talks back
Tells lies
Spreads rumors
Does not follow rules
Cuts down others
Leaves early
Too slow
Not clean
Too clean
Curses
Ignores others
Takes too long
Makes mistakes
Nevers asks questions
Makes threats
Goofs off
Hides
Does sloppy work
Does not ask questions
Brings problems from home
Moody
Argues
Gets mad
Fights
Gets even
Cannot count
Cannot spell
Too fast
Fast but wrong
Right but slow
Dislikes boss
Dislikes co-workers
Puts down co-workers
Smokes on the job
Is not safe
Cannot read
Doing what others say
Sleeps on job
Too many mistakes
Cannot listen (see #6)
Cannot remember details
Name calling
Too weak
Loses patience easily
Always disagrees
Takes advantage of others
Rude to others
Misses deadlines

*A.B.E. Industrial Project, Technical College of Alamance, Haw River, N.C., 1984

Job Attitude and Behavior Identification Exercise

Below are 88 job attitudes and behaviors, 44 positive and 44 negative or opposite ones. The instructor should read one item at a time and the class should respond with the opposite of it. Mostly negative ones should be read in order for the responses to be the positive aspects of a job and therefore, reinforcing.

After completing the exercise the list can be handed out.

POSITIVE (44)	NEGATIVE (44)
Punctuality (on time)	Late
Cooperation	Conflict
Initiative	Lazy
Steady	Erratic
Consistent	Spotty
Follows directions	Tries own way
Works independently	Seeks assistance
Learns from mistakes	Continues mistakes
Alert	Distracted
Accepts authority	Rejects authority
Meets deadlines	Misses deadlines
Quality work	Defective work
Reliable	Unreliable
Loyal	Does not care
Careful	Slap dash
Trustworthy	Steals
Tolerant	Flies off handle
Courteous	Rude
Clean	Dirty
Neat	Messy
Respectful	Disrespectful
Accepts situations	Complains
Organized	Scatterbrained
Patient	Hasty
Methodical	Haphazard
Considerate	Inconsiderate
Listens	Talks
Responsible	Immature
Admits mistakes	Shifts blame
Good effort	Gets by
Seeks assistance	Wings it
Positive outlook	Negative outlook
Accurate	Fudges
Healthy	Sick

Remembers	Forgets
Follows rules	Bends or breaks rules
Makes choices	Unable to decide
Handles stress	Falls apart
Checks work	Overlooks mistakes
Plans ahead	Doesn't anticipate
Wants to improve	Stays the same
Stimulated	Bored
Controls anger	Gets mad
Learns from observing	Learns from doing

*A.B.E. Industrial Project, Technical College of Alamance, Haw, River, N.C., 1984

Employers Job-Related Behaviors Exercise*

Being able to determine good and bad job behaviors is critical to successful job adjustment, maintaining a job, or being considered for a promotion. In front of each of the job behaviors in the list below, you will find the word GOOD and the word BAD. Circle the correct word which best describes the job behavior.

GOOD	BAD	1.	Works 8 hrs./day.
GOOD	BAD	2.	Is willing to work.
GOOD	BAD	3.	Will come to work even if other than regular hours.
GOOD	BAD	4.	Has a neat appearance
GOOD	BAD	5.	Arrives at work on time.
GOOD	BAD	6.	Drinks intoxicating beverages or takes intoxicating drugs when at work.
GOOD	BAD	7.	Completes tasks.
GOOD	BAD	8.	Comes to work regularly.
GOOD	BAD	9.	Is polite to customers/and or visitors.
GOOD	BAD	10.	Lets personal problems interfere with work.
GOOD	BAD	11.	Is honest.
GOOD	BAD	12.	Steals company property.
GOOD	BAD	13.	Is willing to take orders.
GOOD	BAD	14.	Carries out orders.
GOOD	BAD	15.	Listens to instructions.
GOOD	BAD	16.	Gets along with co-workers.
GOOD	BAD	17.	Gets along with supervisors.
GOOD	BAD	18.	Follows company rules.

GOOD	BAD	19.	Is able to learn.
GOOD	BAD	20.	Is dependent on supervisor for most things.
GOOD	BAD	21.	Is interested in company.
GOOD	BAD	22.	Calls in when unable to attend.
GOOD	BAD	23.	Starts self on assignments.
GOOD	BAD	24.	Gossips about consumers.
GOOD	BAD	25.	Smiles and/or acts cheerful.
GOOD	BAD	26.	Talks excessively or is noisy in quiet zones.
GOOD	BAD	27.	Conserves power and equipment.
GOOD	BAD	28.	Arranges own transportation to and from work.
GOOD	BAD	29.	Can work alone.
GOOD	BAD	30.	Interferes with the work of others.
GOOD	BAD	31.	Is convicted of serious misdemeanor or crime.
GOOD	BAD	32.	Acts immoral.
GOOD	BAD	33.	Destroys company property.
GOOD	BAD	34.	Fights on the job.
GOOD	BAD	35.	Horseplays on the job.
GOOD	BAD	36.	Loiters on the job.
GOOD	BAD	37.	Takes longer than authorized rest period.
GOOD	BAD	38.	Intimidates or coerces fellow workers.
GOOD	BAD	39.	Reports breakage of machinery.
GOOD	BAD	40.	Keeps restrooms and work area clean.
GOOD	BAD	41.	Wears required uniform to work.
GOOD	BAD	42.	Turns out quality work.

GOOD	BAD	43.	Keeps the quantity of production acceptable.
GOOD	BAD	44.	Reports accidents.
GOOD	BAD	45.	Obtains permission to talk on the telephone.
GOOD	BAD	46.	Keeps all company projects confidential when need be.
GOOD	BAD	47.	Asks permission to post circulars, solicit, or distribute literature, etc.
GOOD	BAD	48.	Obtains permission to bring visitors into work area.
GOOD	BAD	49.	Operates machinery without being authorized.
GOOD	BAD	50.	Gives an honest account of his personal skills, knowledge, and work experience.

*Rodhouse, Lawrence W., "Work-Related Behaviors As Perceived By Employers, Workshop Personnel, And Existing Rating Scales," Vocational Evaluation And Work Adjustment Bulletin, Vol. 10:1, March, 1977, pp. 8-14.

xaf 500-600

SELECTED JOB SKILLS

Different jobs require different skills. Some jobs require physical strength while others may require skills that you have learned in your previous experience. Still other jobs require special skills that have to be learned. In a manufacturing setting there are many different skills needed. Some of these are included in the following section, and a new worker may have already mastered them as a result of previous experience.

By analyzing basic tasks, you can break them down into distinct parts. Some of these skills follow this discussion. One assumption here is that non high school graduates can and do learn skills involving reading, counting, and simple math when it relates to the real world or work, rather than an abstract exercise in a school textbook. This part of the curriculum lists and discusses small discrete tasks that one can learn in a manufacturing environment.

The tasks are not meant to be exhaustive but only indicative of what a worker may expect in a new job. No one job uses all the skills, but when a new job is begun, certain combinations of skills will be necessary. A worker learns new skills on the job; in fact, promotions can hinge on how fast he learns new skills.

Selected Job Skills Exercise

Many jobs require the worker to read something or do some math as necessary elements to complete the work. Below are four situations, with examples, that require reading and math skills.

Divide the class into groups of three. Ask each group to come up with as many additional examples as they can. Assemble the groups together to review and discuss their own examples. Different work environments provide different examples. For example, most machines have writing (on - off), or numbers (100 - 500), or symbols.

SITUATION: Worker must read instructions.

EXAMPLES:

- To operate machine
- To make repairs
- To fix broken machine or equipment
- For maintenance of machinery and equipment
- To order correct supplies, parts and equipment
- To assemble components in correct order
- To operate fire extinguisher
- To determine vacation schedule

SITUATION: Worker must read equipment labels.

EXAMPLES:

- To operate work station machines
- To follow safety procedures
- To prevent damage
- To insure proper maintenance
- To maintain maximum efficiency

SITUATION: Worker must read equipment dials.

EXAMPLES:

To distinguish

- Off from on
- Slow from fast
- Low from high
- Cool from hot
- Safety zone from damage zone
- 70 degrees from 270 degrees
- -20 degrees from 120 degrees
- 50 rpm's from 550 rpm's
- 9 turns from 19 turns
- 3 buttons pushed from 13 buttons pushed

SITUATION: Worker must perform work computations.

EXAMPLES:

- Count items produced (in 1 hr., 4 hrs., 8 hrs.)
- Count parts (to know when to reorder)
- Put correct number of items in bag
- Relate time to work
- Increase production (in the same amount of time)
- Measure feet and yards
- Convert feet and yards to square feet and square yards
- Count strands in loom
- Compute percent of daily work completed
- Compute gross pay based on hourly wage, and number of hours worked
- Compute percent of time spent on different major (more than 10%) tasks
- Compute information on daily production form (adds, subtracts and total)
- Find parts number in parts catalog
- Fill out parts needed list as specified in Supply Department memo
- Complete bar graph of daily production
- Compiles individual daily production into department daily production summary totals

Basic Manufacturing Operations And Related Skills Needed

I. Assembling

Assembling involves putting components together with or without tools, equipment or machinery.

Helpful would be a knowledge of left and right, up and down, forward and backward, an ability to grip tools or parts, and good manual dexterity. Other skills that might be necessary are

- A knowledge and use of tools - knows how to use common household tools such as screwdriver, pliers, hammer, saw, knife, file, wrench, nuts and bolts, drills, brace and bit, etc. The skills to use these tools have direct applicability to working with tools in a manufacturing operation.

- Ability to use power tools. This means you are familiar with on/off switches, safety factors necessary for proper operation, the possible dangers of electricity, and machinery with fast moving parts.

- Mechanical knowledge - Implies a background in principles of math, science and physics. Also how to do the most work with the least effort through proper use of tools.

- Ability to follow correct sequence of assembly - The ability to follow directions knowing that parts A, B, and C equal a whole. Conceptually recognizing that a particular sequence is necessary as well as efficient to produce a finished product. Mechanical knowledge also plays an important part. If you can follow the steps to make a pie, it can be argued that the same principles are used in an assembly operation.

- Ability to obtain rhythm of assembly - This skill basically means keeping up with production. Not working too fast or too slowly, keeping a steady pace. Antecedent skills that are similar in nature are riding a bicycle, sewing, cutting grass or painting a room. It means not hurrying so as to become sloppy or going so slow as to become inefficient. Most production lines move at a pace where one can develop a rhythm of assembly.

- Knowing when to ask for help - This is perhaps one of the most complex skills to develop. It involves judgment that something is wrong, not understood or not known. Everybody has developed this skill to some extent. Growing up you usually asks your parents or other family members for help in a variety of situations. As you get older friends are

often asked for help. Further, you learn to give assistance. In a school setting, you learn to ask the teacher for help in doing an assignment. You learn to read, to write, and to do math problems. A teacher gives assistance to solve problems. Each textbook has questions or problems that must be answered. Also a student may ask another student for an answer to a question.

In the world of work, you can use these same techniques by asking a co-worker for help or asking your supervisor for assistance. Newly employed workers are expected to ask questions in order to learn their jobs. The supervisor or co-worker will show them how to assemble a product. They may use an instruction book, a series of diagrams, the actual product in various stages of assembly, or any other technique in order to train a worker to do the operation in the correct sequence and with a minimum of effort. As the days and weeks go by, the worker is expected to ask fewer and fewer questions about the nature of the assembly operation. Other questions will come up and, co-workers can be a big help due to their past experience in a variety of situations.

Supervisors want to get the job done quickly and correctly. They expect some questions, but if a worker continually asks

for help week in and week out, the supervisor may end up firing the person for not doing his job.

II. Packaging and Packing

Packaging and packing involves putting many similar items into some type of container and these in turn put into a larger container. Basic skills necessary to do these tasks involve

- Reading labels to assure they are positioned correctly on the item and that the individual boxes are all turned in the same direction. A person with good spatial perception would learn this job quickly.

- Inspecting item to be sure it has been assembled correctly and to be able to spot defects, damage or incorrectly assembled parts. If the item is complicated, various test procedures have to follow and may require reading instructions from a test manual. When you buy groceries or a new appliance, you inspect each item or feature to be sure it is O.K. Inspecting may require a checkoff sheet or writing down what kinds of defects and which workers are responsible. This serves as one means of quality control.

- Counting is usually involved in packing as a means of determining production and in turn how much each worker

earns. Special skills such as addition and multiplication are a necessity. The worker may have figured a rate of production (the number of units completed in a given amount of time), and, consequently, have to also know how to divide. More complicated procedures may be necessary depending upon the complexity of the method used to count production.

- There are many procedures you use around the home that have distinct parallels: Doing needlework, computing how many bricks are needed to cover a given patio area, estimating the number of books that will go on a certain size bookshelf or figuring the number of square feet of carpeting needed to do two rooms. All of these are examples where counting and basic math procedures are used.

III. Shipping and Receiving

Shipping and receiving requires physical strength and stamina to lift, move, and arrange boxes of varying weights and sizes. Forklifts, conveyor belts, pallets, ground level loading docks, two-wheel pushcarts, and elevators all serve to minimize the amount of physical effort required to off-load, on-load or store the freight. However, lifting is still necessary.

Other skills come into play due to the large volume of traffic and the accounting of it. Exact counts of everything that goes

or comes must be made each day. Some type of system of inventory control must be in place. This requires that each box have a code number identifying the type of contents in it. Forty-eight boxes of "Z 2's" must all be shipped together and the boxes should be so identified. You must be able to count forty-eight boxes and be sure they are all "Z 2's". Often times the "Z 2's" may come in different sizes or some have more features than others. Consequently, the boxes should be grouped together according to their similarities when they are to be shipped. The shipping area of a company must be organized based on the type of products it produces. Signs designating where different types of products are stored for shipment aid in this organization. A worker must be able to read these signs. Further, the worker must be able to read a work order that would list the particular types of products, how many of each, their designated code (or account) number, and the individual cost and total cost of the items.

Basic Manufacturing Operations Exercise

Complete the sentences numbered 1-12 with the correct word or phrase from the following list:

Hand	Mechanical knowledge
Ask for help	Manual dexterity
Rhythm of assembly	Power
Count	Inspecting
Similar	Reading
Shipping	Inventory

1. _____ _____ requires a background in principles of math, science, and physics.
2. _____ ___ _____ means not working too fast or too slow.
3. When you do not know or understand something, you should _____ _____ _____.
4. Working with your hands requires good _____ _____.
5. A screwdriver is an example of a _____ tool.
6. A seven and a quarter inch electric saw is an example of a _____ tool.
7. Packing involves putting _____ items into a container in a certain order.
8. _____ is involved when positioning labels correctly on a box.
9. Looking for defects, damage or incorrectly assembled parts is called _____.
10. To be able to determine production in one hour you must _____ the number of units produced.
11. Loading boxes onto trucks occurs in the _____ department.
12. Knowing how many boxes and what types is called _____ control.

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APPENDIXES

In this section Appendixes I through Appendixes VIII contain contacts and survey results information related to the ABE Industrial Project. Appendix IX contains word lists and a community signs list. Appendix X contains answers to student exercises found in this guide.

In Appendixes I through Appendixes III, codes were used to indicate the type of contact and the person making the contact. These codes are listed below.

Codes Used on Lists of Contacts

Lists of contacts are coded after the surname with the following codes in parentheses:

L = Letter was sent.

P = Telephone contact was made.

IP = In person visit was made.

Contact was made by the following person:

BFW = Betty Ford Watkins

JWG = James William Griffin

WHP = William Hammond Paris

Appendix I

EDUCATIONAL CONTACTS FOR MATERIAL SELECTION
A.B.E. Industrial Project

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Blue Ridge Technical College
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Hollar (L/ JWG)
Martha Hollar
A. B. E. Director

Caldwell Community College
1000 Hickory Boulevard
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Charlotte, NC 28235

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A.B.E. Director

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Unsigned
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Appendix II

INDUSTRIAL CONTACTS
A.B.E. Industrial Project

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Macfield Texturing, Inc.
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Spun Craft Corporation
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Graham, NC 27253

Barrett (IP/ JWG)
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Glen Raven Mills, Inc.
Glen Raven, NC 27215

Beasley (L,P,IP/ JWG - BFW)
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Burlington Handbags, Inc.
104 Orange Drive
Elon College, NC 27244

Beck (L,P,IP/ JWG)
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Bouldin (IP/ JWG)
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Burlington, NC 27215

Gantt (IP/ JWG)
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Johnson (IP/ JWG)
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Glenspun Division
Glen Raven, NC 27215

Massengill (L,P,IP/ JWG)
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Spun Craft Corporation
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Graham, NC 27253

Miles (IP/ JWG)
Donnell Miles
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North Park Avenue
Glen Raven, NC 27215

Perkins (IP/ JWG)
Ed Perkins
Vice President, Manufacturing
Fairystone Fabrics, Inc.
P. O. Box 689
Burlington, NC 27215

Putnam (IP/ JWG)
Kenneth Lee Putnam
Warping Supervisor
Fairystone Fabrics, Inc.
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Burlington, NC 27215

Turner (L,IP/ JWG)
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Glenspun Division
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Burlington, NC 27215

Whitman (L,P,IP/ JWG)
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Graham, NC 27253

Wicker (IP/ JWG)
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Fairystone Fabrics, Inc.
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Burlington, NC 27215

Willis (L,P,IP/ JWG)
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Glen Raven, NC 27215

Appendix III

ADDITIONAL CONTACTS
A.B.E. Industrial Project

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Assistant Clerk of Court
Courthouse Annex
Graham, NC 27253

Baxter (L,P,IP/ BFW)
Dr. Robert C. Baxter
Professor of Law
Elon College
Elon College, NC 27244

Dunlap (L,P,IP/ BFW)
Joel Dunlap
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City of Burlington
P. O. Box 1358
Burlington, NC 27215

Foust (L,P,IP/ BFW)
Jo R. Foust
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Alamance County
124 West Elm Street
Graham, NC 27253

Honeycutt (L,P,IP/ BFW)
Richard L. Honeycutt
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124 West Elm Street
Graham, NC 27253

McCauley (L,P,IP/ BFW)
Larry McCauley
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Elon College, NC 27244

McDowell (L,P,IP/ BFW)
The Honorable Tim McDowell
NC State Representative
Elon College
Elon College, NC 27244

Oakley (L,P,IP/ BFW)
David Oakley
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Wescott Buick
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Burlington, NC 27215

Appendix IV

A.B.E. INDUSTRIAL SURVEY OUTLINE
A.B.E. Industrial Project

I. Industries Surveyed:

Macfields Texturing, Inc.

Fairystone Fabrics,Inc.

Glen Raven Mills, Inc.

Burlington Industries, Inc.

Ed Alexander Fabrics

Spun Craft Corporation

Electric Supply Company of Burlington

A.T. & T. Technologies

Twenty one persons completed the survey.

II. Industrial Skill Rankings by Need

1. Understand the responsibilities of the employee to the employer.
2. Understand the responsibilities of the employer to the employee.
3. Read numbers.
4. Know and practice good social attitudes on the job.

4. Know and practice good social attitudes on the job.
5. Know and practice good work-related behavior.
6. Read signs.
7. Read posted notes.
8. Read work schedules.
9. Write name, address and phone number.
10. Understand company's jargon.
11. Add and subtract.
12. Read machine operator instructions.
13. Use a time clock.
14. Read memos.
15. Read personnel policy manuals
16. Read training manual.
17. Complete health claim forms.
18. Complete production forms.
19. Multiply and divide.
20. Complete withholding tax forms.
21. Compute hours worked.
22. Communicate through short notes.
23. Understand fractions.
24. Calculate percentages.
25. Fill out time cards.

III. Basic Industrial Word List (Mentioned as needed)

Safety	3	Greige
Absenteeism	3	Selvage
Quality	8	Range
Denier	3	Synthetic
Merge	3	Weaving
Lot	4	Housekeeping
Style		Honesty
No Smoking		Carding Room
Covered Yarn		Weave Room
Nylon		Tenter Frame
Lycra		Sliver
Spools		Volt
Quantity		Watts
Doff		Amps
Creel		Wireman
Production	4	Solder
Yarn	2	Electronics
Attendance	2	Quill
Yarn Count and Size		Spinner
Fibers	2	Open End Spinning Machine
Blend	2	Ring Spinning Machine
Loom	2	Roving Machine
Winders		Slubber

IV. Perceived Minimum Educational Level Needed For Entry Level Jobs

Grade Level	Number
4	1
5	2
6	3
7	2
8	4
9	2
10	3
11	0
12	4

V. Estimated Percent of Workers in Need of Adult Basic Education

Percent	Number
5	3
10	1
15	1
20	4
25	6
30	1
30+	3

VI. Other Needed Job Skills

1. Accepting Orders from Others
2. Basic Mathematical Skills 3
3. Fill Out Applications
4. Behavior Skills
5. Reading (computer printouts i.e. technical data)
6. Weight and Measuring Skills 2
7. Attitudes and Motivational Skills 2
8. Computer and Other Electronic Equipment
9. Accepting Adult Responsibilities

Appendix V

INDUSTRIAL SKILL RANKINGS BY NEED
A.B.E. Industrial Project

During the course of our investigation and research with local industries, a questionnaire was used in addition to interview research. The responses obtained are recorded below. These responses are from Section I of the questionnaire and were recorded under the following instructions:

Please circle the number to the right of each basic skill if you believe it is a skill that is (1) definitely needed, (2) possibly needed, (3) not needed.

Skill	DN	PN	NN
1. Read posted notices	14	6	0
2. Read memos	9	11	2
3. Read signs	15	3	3
4. Read numbers	17	3	2
5. Write name, address and telephone number	14	3	4
6. Fill out time cards	2	3	16
7. Use time clock	10	4	7
8. Complete health claim forms	7	11	4
9. Complete withholding tax forms	6	5	10

10.	Complete production forms	7	10	6
11.	Read personnel policy manuals	9	6	4
12.	Read training manual	8	10	4
13.	Read machine operator instructions	11	6	3
14.	Communicate through short notes	4	14	3
15.	Understand company's jargon	13	7	2
16.	Read work schedules	14	5	2
17.	Add and subtract	11	9	3
18.	Multiply and divide	6	12	4
19.	Understand fractions	2	10	10
20.	Calculate percentages	2	7	12
21.	Compute hours worked	5	7	8
22.	Know and practice good work related behavior	15	5	1
23.	Know and practice good social attitudes on the job	15	6	0
24.	Understand the responsibilities of the employee to the employer	18	3	0
25.	Understand the responsibilities of the employer to the employee	18	3	0

The following represents the rankings of those skills identified as "definitely needed":

1. Understand the responsibilities of the employee to the employer.
2. Understand the responsibilities of the employer to the employee.

3. Read numbers.
4. Know and practice good social attitudes on the job.
5. Know and practice good work-related behavior.
6. Read signs.
7. Read posted notices.
8. Read work schedules.
9. Write name, address and phone number.
10. Understand company's jargon.
11. Add and subtract.
12. Read machine operator instructions.
13. Use a time clock.
14. Read memos.
15. Read personnel policy manuals.
16. Read training manual.
17. Complete health claim forms.
18. Complete production forms.
19. Multiply and divide.
20. Complete withholding tax forms.
21. Compute hours worked.
22. Communicate through short notes.
23. Understand fractions.
24. Calculate percentages.
25. Fill out time cards

Appendix VI

A.B.E. INDUSTRIAL PROJECT QUESTIONNAIRE
A.B.E. Industrial Project

Your answers on this questionnaire should be based on your perception of the skills needed by adult non-high school graduates in entry level positions with your industry.

Section I: Please circle the number to the right of each basic skill if you believe it is a skill that is (1) definitely needed, (2) possibly needed or (3) not needed.

SKILL	DN	PN	NN
1. Read posted notices	1	2	3
2. Read memos	1	2	3
3. Read signs	1	2	3
4. Read numbers	1	2	3
5. Write name, address and telephone number	1	2	3
6. Fill out time cards	1	2	3
7. Use time clock	1	2	3
8. Complete health forms	1	2	3
9. Complete withholding tax forms	1	2	3
10. Complete production forms	1	2	3

11.	Read personnel policy manuals	1	2	3
12.	Read training manual	1	2	3
13.	Read machine operator instructions	1	2	3
14.	Communicate through short notes	1	2	3
15.	Understand company's jargon	1	2	3
16.	Read work schedules	1	2	3
17.	Add and subtract	1	2	3
18.	Multiply and divide	1	2	3
19.	Understand fractions	1	2	3
20.	Calculate percentages	1	2	3
21.	Compute hours worked	1	2	3
22.	Know and practice good work-related behavior	1	2	3
23.	Know and practice good social attitudes on the job	1	2	3
24.	Understand the responsibilities of the employee to the employer	1	2	3
25.	Understand the responsibilities of the employer to the employee	1	2	3

Section II: Please answer the questions below:

1. At what level should an individual read in order to function well in an entry level position? _____.

2. List three (3) words unique to your industry that an employee should know.

_____, _____, and _____.

3. What percent (%) of your adult workers are in need of adult basic education? _____.

4. What other skills do you feel are needed by adult non high school graduates in entry level positions with your industry?

Your name: _____

Company: _____

Address: _____

Telephone No: _____

Appendix VII

310 PROJECT CONTACTS
A.B.E. Industrial Project

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Kirkwood Community College
Lincoln Center
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Cedar Rapids, IA 52404

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Albany, NYork 12234

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Piedmont Technical College
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Mississippi County Community College
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Blytheville, AR 72315

Wenberg
Roger D. Wenberg
Richland Community College
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Decatur, IL 62526

White Plains
White Plains School District
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White Plains, NY 10605

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NE Wisconsin Vocational, Technical and
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Appendix VIII

PUBLISHERS LIST (Commercial, Institutional and Governmental)
A.B.E. Industrial Project

Allyn and Bacon, Inc.
Elhi Division
Link Drive
Rockleigh, NJ 07647

AMSCO School Publications, Inc.
315 Hudson Street
New York, NY 10013

Austin Community College
P. O. Box 7123
Austin, TX 78768

Cambridge
The Adult Education Company
888 Seventh Avenue
New York, NY 10106

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, OH 43216

Classroom World Productions
22 Glenwood Avenue
Raleigh, NC 27603

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589

D.S. Transition Associates, Inc.
P. O. Box 134
Endicott, NY 13760

E.D.N. Corporation
Jenkintown, PA 19046

EBSCO Curriculum Materials
Div. EBSCO Industries, Inc.
P. O. Box 11521
Birmingham, AL 35302

Education Associates, Inc.
45 Fountain Place
P. O. Box Y
Frankfort, KY 40602

Educational Design, Inc.
47 West 13 Street
New York, NY 10014

F. E. Braswell Company, Inc.
P. O. Box 14342
Raleigh, NC 27610

Follett Publishing Company
1010 West Washington Boulevard
Chicago, IL 60607

Gregg Division
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

HBJ Media Systems Corporation
757 Third Avenue
New York, NY 10017

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

IBIS Media
P. O. Box 308
Pleasantville, NY 10570

Janus Book Publishers
Department AM45
Hayward, CA 94545

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10158

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, PA 15906

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751

New Readers Press
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210

North Carolina Department of Community Colleges
116 West Edenton Street
Raleigh, NC 27611

North Central Technical Institute
1000 Campus Drive
Wausau, WI 54401

PACE Learning Systems, Inc.
P.O. Box AG
University, AL 35486

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002

Portland Habilitation Center, Inc.
3829 S.E. 74th Avenue
Portland, OR 97206

RPM Press, Inc.
P. O. Box 157
Verndale, MN 56481

Steck-Vaughn Company
P. O. Box 2028
Austin, TX 78768

Teaching Research Publications
345 Monmouth Avenue
Monmouth, OR 97361

Technical College of Alamance
P. O. Box 623
Haw River, NC 27258

Ten Speed Press
P. O. Box 7123
Berkeley, CA 94707

University Park Press
233 East Redwood Street
Baltimore, MD 21202

U.S. Government Printing Office
North Capital
H Street NW
Washington, DC 20101

Appendix IX

WORD LISTS AND COMMUNITY SIGNS LIST
A.B.E. Industrial Project

In job seeking and on the job, everybody encounters words that are common to these contexts. Certain words show up more often in the working world than in general conversation. For instance, in looking for a job you encounter numerous abbreviations in "Help Wanted" ads that appear in the newspaper. Signs in the community often appear in the work place such as Men/Women, lunchroom, danger, slow, parking area, etc. Other words occur that are common to most jobs. For instance, paycheck, co-workers, loading dock, quitting time, production and salary. Learning to spell and write these words will assist the worker on the job.

Words should be taught, not in isolation, but in the context they would normally occur. This fixes the meaning of the word in the person's mind. The student can be asked to develop his own word list or think of certain work situations where the use of such words could occur. For example, in the work station, in the parts department, or during lunch.

The purpose of these word lists is to increase the student's knowledge of the working world through the use of spelling and writing exercises.

The following works all contain lists of words that a student/worker can expect to encounter while looking for a job or on the job itself. All of these titles are referenced in the Bibliography:

Helping Adult Literacy Students To Get And Keep A Job, David Memory

How To Get A Job and Keep It, Dorothy Y. Goble

All About Jobs, Kenneth Tyson

Getting Ready For The World Of Work, Fiona Armstrong

The Reality Of Work And Promotion, Fiona Armstrong

Don't Get Fired, Durlynn Anema

Paris/Dalton General Occupational Word List

Addition	Count	Forklift
Address	Counter	Foreman
Appearance	Cu. Ft.	Forward
Application	Cu. Yd.	Front
Aptitudes	Cursive	Full-time
Assembling	Deduction	Grasp
Assembly line	Depth	Grip
Attitudes	Dial	Gauge
Authority	Dime	Half
Authorized	Division	Handling
Backward	Dollar	Hands
Blueprint	Down	Hazard
Boss	Drive	Height
Break	Education	Hired
Break time	Employment objective	Holiday
Bus	Equipment	Hundred
Car	Exit	Interests
Chair	Experience	Laid off
Change	Eyes	Left
Chow time	File	Legs
Co-workers	Finish	Length
Complete	Fire	Letter
Computation	Fired	Lift
Computer	Five	List

Loading dock
Lunch
Lunch time
Machinery
Manager
Manual
Manual dexterity
Math
Measure
Meeting
Men
Meter
Money
Motivation
Move
Multiplication
Name
Nickel
Note
Office
Over-time
Packaging
Page
Pallet
Paragraph
Parking
Part-time
Parts
Pay
Paycheck
Payday
Penny
Personnel
Pink slip
President
Print
Processing
Product
Quarter
Quit
Quitting time
Reach
Read
Receiving
References
Rest time
Resume
Ride
Right
Safety
Seat
Secretary
Sentence
Shift
Shipping
Sick
Sign
Sit
Skills
Slide
Sq. Ft.
Sq. Yd.
Squeeze
Stand
Start
Stop
Storage
Storing
Strength
Stretch
Strike
Subtraction
Supervisor
Supplies
Table
Task
Tax
Taxi
Telephone number
Telephone use
Ten
TGIF
Time card
Tools
Transportation
Turn
Twenty
Twist
Union
Up
Vacation
Van
Vice-President
Walk
Warehouse
Width
Women
Word
Word processor
Work
Work area
Work behavior
Work bench
Work experience
Work history
Work place
Work station
Write

Developed by the Technical College of Alamance

The following word lists were taken from Helping Adult Literacy Students To Get And Keep A Job by David Memory:

ability	dependable	inventory	qualifications
achievement	development	judgment	realistic
advancement	directory	motivation	recommendation
ambitious	efficiency	objective	reference
applicant	employee	occupation	reliable
application	employer	opening	requirement
appointment	employment	opportunity	resume
aptitude	evaluate	organization	salary
attitude	experience	performance	search
available	impression	persistence	supervision
background	information	personality	temporary
commission	initiative	personnel	training
company	intelligence	productive	vacation
confidence	interest	promotion	wages
cooperation	interview		

The following are abbreviations commonly found in "Help Wanted" ads:

sal. - salary
comm. - commission
exp. - experience
asst. - assistant
refs. - references
appt. - appointment
oppty. - opportunity
pref. - preferred
hrs. - hours
mo. - month
wk. - week
a.m. - morning
p.m. - evening
dept. - department
ave. - avenue
rd. - road
st. - street
temp. - temporary
req. - required
nec. - necessary

The following is a list of community signs that often appear in the work place:

Community Signs

Cashier
Closed
Danger/Poison
Deposit Money Here
Do Not Disturb
Do Not Enter
Don't Walk
Entrance
Exit
Flammable
Fragile
Gentlemen
In
Information
Keep Out
Ladies
Men
Move To The Rear
No Admittance
No Trespassing
Office
One Way
Open
Out
Pay Here
Press
Private
Pull
Push
Quiet
Restrooms
Stairs
Stop
Telephone
This Way
Tickets
Toilet
Use Crosswalk
Use Other Door
Use Other Exit
Watch Your Step
Women

Source: Van Soest, Eileen, Independent Living Evaluation - Training Program, Sioux Falls, SD: Vocational School, 1979.

Appendix X

Answer Key to Exercises

SCHOOL AND WORKDAY TRUE/FALSE EXERCISE (Pages 75 and 76).

1. True
2. False
3. True
4. True
5. True
6. False
7. False
8. True
9. False
10. True
11. False
12. False
13. True
14. True
15. False
16. True
17. True
18. True
19. True
20. True
21. False
22. False
23. False
24. False
25. True
26. False
27. True
28. True
29. True
30. True
31. True
32. True
33. True
34. False
35. True

APPLICATION SITUATION EXERCISE (Pages 127 through 130).

(The answers below are suggested answers. Your students might have answers that are also correct.)

1. Find out when applications are being accepted and plan to return. Also, I would ask if I could leave a resume.

2. Check to find out when the personnel office is open, or look around to see if there is anyone who could accept my application, or see if there is a receptical (like a mail box) for the personnel office.

3. I would still make an effort to leave a resume.

4. I would get in line.

5. I would ask if I could leave a resume. If not, I would ask when did the company expect to be accepting applications.

6. I would note on my calendar to return the following week.

7. I would complete the application, attach my resume and letters of recommendation and turn it in.

8. I would return the following day with the completed application.

9. I would ask if there are any openings at the present time.

10. I would ask if I could fill out an application and leave a resume anyway.

11. I would still leave a resume and complete an application if possible.

12. I would still follow up in about two weeks to check on the status of my application.

13. Try to remember all I could about how to conduct myself during an interview.

14. Say "Thank you very much." and leave.

15. Try not to be nervous and realize that my feelings are probably not justified.

16. Try to do the very best I could under these adverse conditions. I would be polite and friendly. When the interview was over, I would thank the interviewer and leave.

OUR FREE ENTERPRISE SYSTEM - AN EXERCISE (Pages 166 through 167).

1. True
2. True
3. True
4. True
5. False
6. True
7. True
8. False
9. True
10. True
11. False
12. False
13. True
14. True
15. True
16. False
17. True
18. True
19. True
20. False

PERSONAL APPEARANCE EXERCISE (Page 171).

1. True
2. True
3. False
4. True
5. True
6. True
7. True
8. False
9. False
10. False
11. True
12. True
13. True
14. True
15. False
16. False
17. False
18. False

TRAINING AND PROBATION EXERCISE (Page 175).

1. True
2. True
3. True
4. False
5. True
6. False
7. True
8. True
9. True
10. False
11. True
12. False
13. False
14. True
15. True

GETTING ALONG WITH THE SUPERVISOR EXERCISE (Page 178).

1. D
2. C
3. B
4. B
5. A
6. C
7. D
8. B
9. A
10. C

EXPECTED WORKER ATTRIBUTE EXERCISES (Pages 197 through 201).

The answers for the first exercise can be found on Pages 193 through 194. The second and third exercises do not require standard answers. The answers for the "paragraph" exercises are as follows:

John -- 4. Honesty
Betty -- 2. Self-improvement
George -- 1. Dependable
Dawn -- 3. Control of temper
Bill -- 4. Adjustment to change
Ivory -- 2. Reliability

JOB ATTITUDES AND BEHAVIORS EXERCISE (Page 207).

1. C
2. A
3. D
4. B
5. F
6. G
7. E
8. I
9. K
10. N
11. L
12. M
13. O
14. H
15. J

EMPLOYERS JOB RELATED BEHAVIORS EXERCISE (Page 213).

1. Good
2. Good
3. Good
4. Good
5. Good
6. Bad
7. Good
8. Good
9. Good
10. Bad
11. Good
12. Bad
13. Good
14. Good
15. Good
16. Good
17. Good
18. Good
19. Good
20. Bad
21. Good
22. Good
23. Good
24. Bad
25. Good
26. Bad
27. Good
28. Good
29. Good
30. Bad
31. Bad
32. Bad
33. Bad
34. Bad
35. Bad
36. Bad
37. Bad
38. Bad
39. Good
40. Good
41. Good
42. Good
43. Good
44. Good
45. Good
46. Good
47. Good
48. Good
49. Bad
50. Good

BASIC MANUFACTURING OPERATIONS EXERCISE (Page 226).

1. Mechanical knowledge
2. Rhythm of assembly
3. Ask for help
4. Manual dexterity
5. Hand
6. Power
7. Similar
8. Reading
9. Inspecting
10. Count
11. Shipping
12. Inventory